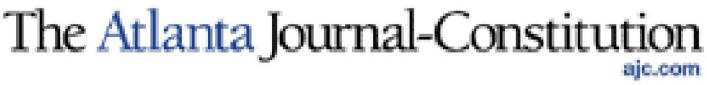


2 of 11 DOCUMENTS

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Main Edition

SECTION: OPINION; Pg. 11A

LENGTH: 603 words

HEADLINE: APS test analysis was fair, rigorous

BYLINE: John **Fremer**; For the AJC

BODY:

As students return to school this fall, Gov. Sonny Perdue and the Governor's Office of Student Achievement, or GOSA, continue to criticize the work of my company, Caveon Test Security. The governor's position is misguided with respect to Caveon, but he is calling attention to an ugly reality: Wholesale, organized cheating in some Atlanta public schools occurred and must be addressed. His statements about Caveon, though, do not rest on well-established and scientific cheating detection methods.

The governor's public statements about our analyses of 2009 statewide Criterion Referenced Competency Tests, or CRCT, data ignore that we confirmed GOSA's conclusion that cheating occurred at some APS schools. Caveon is the leading test security company in the field, with experience examining more than 15 million test instances for the largest, most esteemed test organizations in the world, including 15 state departments of education and the Department of Defense.

The state's vendor used a "preliminary screening" method of counting wrong-to-right CRCT erasures. Caveon would never recommend that our clients launch full-scale investigations solely on the basis of wrong-to-right erasures. Such an approach flies in the face of industry best practices.

A key concept in our work is helping clients focus on the "worst of the worst." We also believe that minimizing false accusations is highly desirable. This means every school and class that is investigated shows clear evidence of serious problems.

What the governor seems unwilling to recognize is that many of the Atlanta schools flagged in the original GOSA analysis are almost certainly on the list of "schools of concern" because of factors unrelated to cheating. These factors

include common missteps such as students getting off track and making mistakes marking their answer sheets. "Losing your place" on answer sheets occurs on a fairly common basis. The CRCT is no exception, and when a student realizes a miscue, erases the misaligned marks and corrects the answer sheet, wrong-to-right erasures are created.

No credible measurement expert would be satisfied with the original GOSA analyses as a basis for deciding that a teacher or school had serious problems unless the results were very extreme, as was the case with some of the schools flagged by GOSA and confirmed by Caveon's in-depth follow-up.

To the detriment of our ability to analyze tests to the fullest extent possible, the GOSA provided data only for the 58 schools that had been designated as being "of concern," not all APS schools. Most importantly, we did not receive student-by-student response data for every question. This omission prevented us from conducting these other cheating analyses:

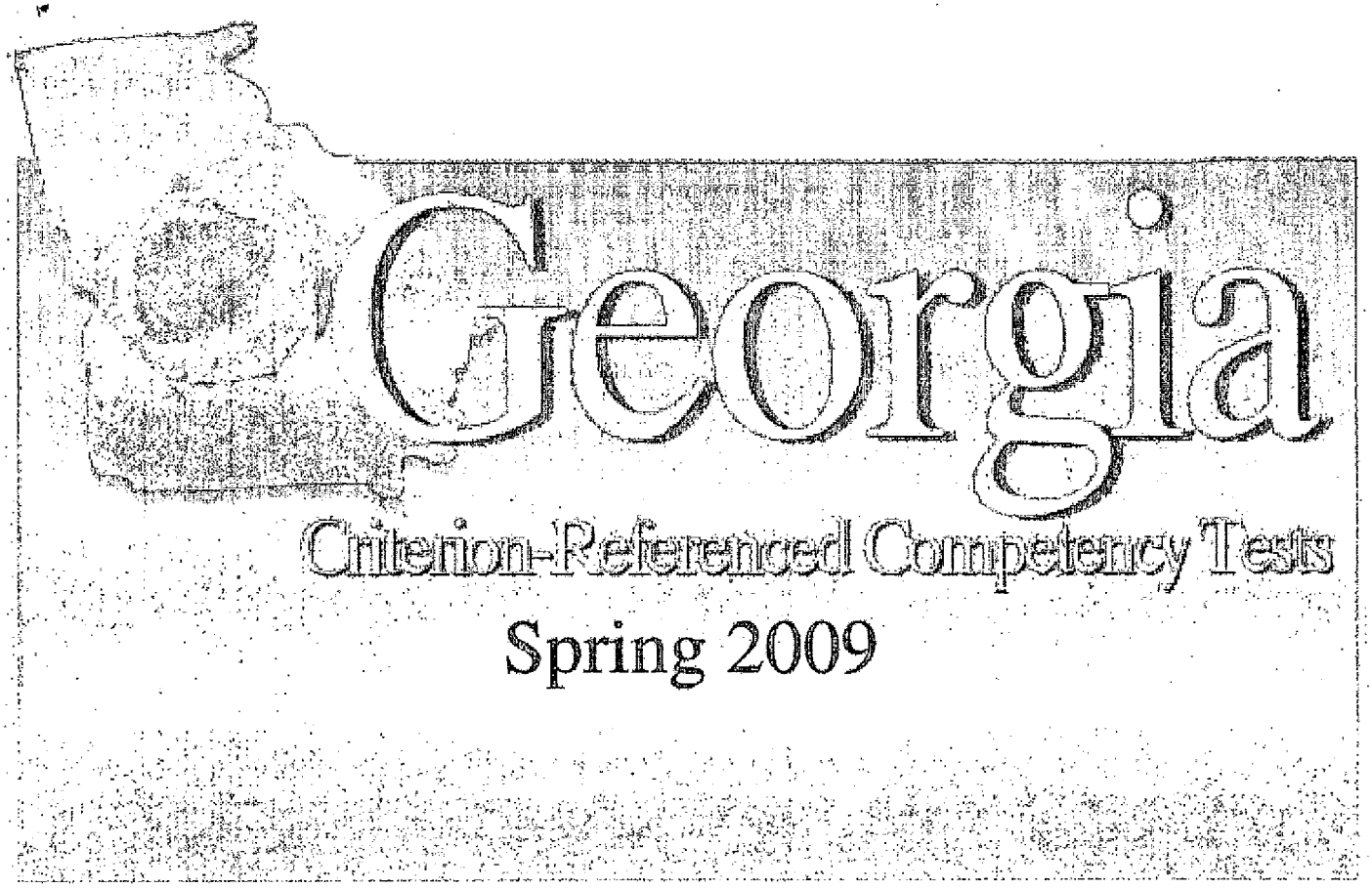
Collusion: Which schools and classes had "unusual agreement" among students, far beyond what could reasonably have occurred by chance alone? This is the most basic cheating analysis, one any expert would insist on doing.

Unusual patterns: Which schools and classes had very odd patterns of student responses, such as missing easy questions and answering hard questions? This outcome is very likely to have been caused by students receiving help before or during an exam as well as tampering with answer sheets or student records after testing.

From Caveon's perspective, we would very much appreciate discontinuation of uninformed and wrongheaded criticism of the state-of-the-art cheating analyses that we did. Any contention that we jeopardized our personal and professional reputations to please a client has no basis in fact whatsoever.

John **Fremer** is president and COO of Caveon Testing Security.

LOAD-DATE: August 31, 2010



Test Examiner's Manual

Grades 1 and 2
Online Shell

Reading, English/Language Arts, and Mathematics

GEORGIA DEPARTMENT OF EDUCATION
Georgia Department of Education
Kathy Cox, State Superintendent of Schools

21168-ws

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Secure Test Materials—Do Not Copy

All test booklets and supporting materials associated with the Criterion-Referenced Competency Tests (CRCTs) are confidential and secure. No part of any test booklet may be reproduced or transmitted in any form or by any means, including but not limited to electronic, mechanical, manual, or verbal (e.g., photocopying, recording, paraphrasing—rewording or creating mirror items for instruction—and/or copying). CRCT materials must remain secure at all times and (excluding the *School and System Test Coordinator's Manual,* the *Test Examiner's Manual* for grades 3 through 8, and the online shell for the grades 1 and 2 *Test Examiner's Manuals*) cannot be viewed by any individual or entity prior to or after testing. (*Test Examiner's Manuals* for grades 1 and 2 are secure.) To do so is a direct violation of testing policies and procedures established by Georgia law (§20-2-281) and the State Board of Education (Rule 160-3-1-.07(2)(i)3) in addition to copyright laws and Georgia professional ethics for educators. CRCT materials may not be provided to any persons except those conducting the test administration and those being tested. **All** test booklets (used and unused) and all supporting materials must be accounted for and returned at the completion of the test administration and in the manner prescribed in the *School and System Test Coordinator's Manual.*

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Table of Contents

Introduction 1
Purpose of This Manual 1
Test Materials 2
Test Security 2
Preparing for the Test 3
Scheduling the Test 5
Administering the CRCTs 6
Administering the Braille Version of the CRCTs 8
Administering the Large-Print Version of the CRCTs 8
Completing the Student Identification Information 9
Directions for Administering the Reading CRCT ..... *
Directions for Administering the English/Language Arts CRCT ..... *
Directions for Administering the Mathematics CRCT ..... *
Post-Testing Activities 12
- Encoding Student Information 12
- Completing Sections 9–14: "For Teacher Use Only" 12
- Completing Sections 15 and 16: "State-Directed Use Only" 17
- Completing the Group Information Sheet 18
- Returning Materials to the School Test Coordinator 20

Checklist for Test Examiners 21

* Directions for administering the Georgia CRCTs are omitted from this online version.

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INTRODUCTION

Georgia's Criterion-Referenced Competency Tests (CRCTs) are designed to measure student acquisition of the knowledge and skills set forth in the state's Georgia Performance Standards (GPS). Legislated by Georgia lawmakers, the Reading, English/ Language Arts, and Mathematics assessments were developed to yield information at the student, class, school, system, and state levels. The primary purpose of the CRCTs is to provide a valid measure of the quality of educational services provided throughout the state.

The Georgia CRCTs are comprehensive tests made up of multiple-choice items that map to the GPS. Each *Student Test Booklet* contains all three content areas. Each content area test is made up of two sections; each section is timed for up to 70 minutes.

Students will work through the CRCTs with the Test Examiner, using no resource materials during testing. **Students in grades 1 and 2 should mark only their answers in the *Student Test Booklets* (using a No. 2 pencil), and may not otherwise write in the booklet or use a highlighter to mark words or passages.** Calculators are not allowed during any part of the Mathematics test. Scratch paper, provided by the Test Examiner, can be used during the Mathematics test only.

PURPOSE OF THIS MANUAL

This *Test Examiner's Manual* provides procedural information as well as detailed instructions for administering the CRCTs. It is imperative that the CRCTs be administered according to the directions in this manual. If you have any questions, contact your School or System Test Coordinator.

Uniform test administration is needed to ensure high-quality assessment data. To ensure this uniformity, the Test Examiner's responsibilities are clearly outlined and detailed in this manual. Step-by-step instructions for administering the test are designed to protect its integrity and security and must be followed exactly. It is recommended that Test Examiners read this manual and become thoroughly familiar with all CRCT administration procedures before administering the tests.

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Test Materials

In addition to this manual, you will receive all test materials from the School Test Coordinator. The *Student Test Booklets* will be presorted into class packs of 20 and 5 and must remain in their shrink-wrapped packs until they are distributed to Test Examiners. *Student Test Booklets* for grades 1 and 2 are machine-scannable; therefore, it is important that all pages remain free of stray pencil marks or loose eraser bits and that they not be folded, clipped, stapled, banded, taped, or torn. Students in grades 1 and 2 will use one *Student Test Booklet* to record their answers.

Each test consists of multiple-choice questions. Sample items are provided to acquaint students with the correct procedures for recording answers, and directions for filling in answers are provided in the *Student Test Booklet.*

NOTE: Materials are shipped to arrive a few days before your school's nine-day testing period. Contact your School or System Test Coordinator for your scheduled test window.

Test Security

The CRCTs are secure tests. Maintaining the security of all test materials is crucial to obtaining valid and reliable test results. Therefore, test materials must be kept in locked storage, except during actual test administration. Access to secure materials must be restricted to authorized individuals only (e.g., Test Examiners and the School Test Coordinator). It is the direct responsibility of all individuals who administer the test to follow security procedures.

Student Test Booklets and the items therein are to be used solely for test purposes and may not be disclosed or used for any other purpose. *Student Test Booklets* must remain in their shrink-wrapped packages until they are distributed to Test Examiners. Shrink-wrapped packages may be broken only for partial-count needs or for distribution to examinees. *Student Test Booklets* from opened shrink-wrapped packages must remain individually sealed until examinees are directed to break the seal during test administration.

The CRCTs must be administered by a certified educator. All three content area tests for grades 1 and 2 are read aloud to students by the Test Examiner. Test Examiners must follow all directions and read the scripts for all test items word for word as they appear in the *Test Examiner's Manual.* For information on Accommodations, see pages 12–16 in this manual.

During test sessions, Test Examiners are directly responsible for the security of the tests and must account for all test materials at all times. When the materials are not in use, they must be kept in locked storage. At the conclusion of each day's test session, Test Examiners must return all used and unused test materials to the School Test Coordinator.

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Test Examiners must make sure that students write their names on their *Student Test Booklets* on the first day of testing. Students should also write their names on their scratch paper (for the Mathematics test) to help account for materials at the end of each test session.

Testing conditions, especially the supervision and seating arrangements of students, should be designed to minimize the potential for cheating. The Test Examiner must supervise the test administration at all times. **All instances of test security breaches and testing irregularities must be reported to the School Test Coordinator immediately.** If questions arise, or if any situations occur that could cause any part of the test administration to be compromised, please have your System Test Coordinator contact Assessment and Accountability as soon as possible at (800) 634-4106 or (404) 656-2668.

Preparing for the Test

1. Materials should be distributed to Test Examiners early on the first day of testing in order to allow sufficient time for completion of the student identification information. Test Examiners must apply student pre-ID labels or, in cases where there is no pre-ID label, fill out all of the student and school information on the *Student Test Booklet* for each student participating in the CRCT. Sections 1 through 7 must be completed according to the directions in "Completing the Student Identification Information" (see page 9).
2. This *Test Examiner's Manual* will be used to administer the CRCTs in Reading, English/Language Arts, and Mathematics. Each content area test consists of multiple-choice items. All content area tests are included in the *Student Test Booklet.* Students in grades 1 and 2 will use the *Student Test Booklet* to record their answers.
3. One proctor for grades 1 and 2 is recommended. When more than 30 students are to be tested in one location, the assistance of a proctor is **required.** Proctors may help Test Examiners with room preparation and monitoring.
4. Before administering the CRCTs, make sure that you have the following materials:
   - A copy of this *Test Examiner's Manual*
   - One *Student Test Booklet* for each student
   - Pre-ID labels with precoded student information
   - Two No. 2 pencils with functional erasers for each student
   - Blank scratch paper for the Mathematics test (at least two sheets for each student)
   - A timing device, such as a clock or watch, to keep track of time during the test administration
   - A "Testing—Do Not Disturb" sign to post on the classroom door

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5. Arrange test materials so that they can be distributed in an organized and efficient manner.
6. Systems will receive pre-ID labels to pre-identify demographic information on *Student Test Booklets.* **Follow these instructions carefully to provide the correct student demographic information on each *Student Test Booklet:***
   - For enrolled students, place pre-ID labels on the front covers of the *Student Test Booklets,* in the space marked "PLACE STUDENT LABEL HERE."
   - Verify that the information printed on the pre-ID labels is accurate (system name, system ID, school name, school ID, teacher name, student name, FTE Student ID and GTID numbers). **If any errors are found, do NOT use the incorrect label.** Instead, notify the School Test Coordinator. If the information on the pre-ID label is incorrect, Test Examiners should fill in the student demographic information on the *Student Test Booklet* following the directions in this manual (see page 9). Any incorrect information on pre-ID labels should be corrected in the system's student records. **Do not change the label in any way.** Apply only correct pre-ID labels to the *Student Test Booklets.*
   - Not all information included in the pre-ID label is visible. Only specified fields may be seen on the label, as indicated above. Student demographic information (including ethnic group, gender, and date of birth) is included in the pre-ID label and should not be filled in on the *Student Test Booklets.* **Student demographic information on the pre-ID label will override any hand-filled information for all students.**
   - Even with a pre-ID label, the Test Examiner will still need to complete Section 1 on the front cover for all students, as well as the "For Teacher Use Only" section on the inside front cover, if applicable.

     NOTE: *Student Test Booklets* are designated by a Form number, which is printed on the front cover of each test booklet.
   - If the student is new to the school/system or for any other reason does **not** have a pre-ID label, follow the instructions in this manual to fill in the student demographic information on the *Student Test Booklet* (see page 9). All fields should be completed accurately (including the FTE Student ID and GTID numbers). Test Examiners should have a complete list of FTE Student ID and GTID numbers prior to testing.

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7. Before beginning the test, make sure that each student has the following:
   - One *Student Test Booklet*
   - Two No. 2 pencils with functional erasers
   - At least two sheets of blank scratch paper for the Mathematics test
8. Each student's workspace should be large enough to accommodate an open *Student Test Booklet.* Workspaces should be cleared of all other materials. During testing, students should be separated by a reasonable distance to encourage independent work and to prevent collaboration. **Posters, charts, and other instructional materials related to the content being tested should not be displayed in the classroom or otherwise made available to students during test administration.** Take down or cover all such material.
9. You may want to plan an activity for students who finish early. Students may read a book or do other work if they finish early, but this activity must be unrelated to the content being tested and students should not be permitted to open their *Student Test Booklets* again.

Scheduling the Test

The Reading, English/Language Arts, and Mathematics CRCTs will be administered to students within the state testing window of April 6 through May 8, 2009. **Systems will choose one nine-day testing period within this window.**

All students should be tested in surroundings that will provide them with the opportunity to do their best work on the test. In schools where students in several classes are being tested, each classroom of students must take the same test at the same time.

The CRCTs must be administered in the order prescribed: Reading, English/Language Arts, and Mathematics. Each section of each test must be administered in one block of time. Approximately halfway through the administration of each content area test (between Sections 1 and 2), students should be given a 10-minute break. Alternatively, students may take a lunch break between Sections 1 and 2. **Both sections of a content area test must be administered on the same day.** Under no circumstances may a content area test be split across multiple days—**to do so is a direct violation of test security.**

The administration time for the CRCTs, as indicated in the following table, should be sufficient for students to complete each test section. The scripting process may increase the administration time slightly. In such cases, testing should continue as long as students are productively engaged in completing the test. Students should be given a few minutes at the end of each test section to review independently any items they have not answered. Time may be called before 70 minutes if **all** students have completed the respective section.

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CRCT Administration Schedule, Grades 1 and 2		
Content Area	**Task**	**Time Allotted**
Reading	Distribute *Student Test Booklets* and read directions	Approximately 10–15 minutes
	Test Administration—Section 1	Approximately 45–70 minutes
	Break	(10 minutes or lunch)
	Test Administration—Section 2	Approximately 45–70 minutes
	Total Administration Time	Approximately 110–165 minutes
English/Language Arts	Distribute *Student Test Booklets* and read directions	Approximately 10–15 minutes
	Test Administration—Section 1	Approximately 45–70 minutes
	Break	(10 minutes or lunch)
	Test Administration—Section 2	Approximately 45–70 minutes
	Total Administration Time	Approximately 110–165 minutes
Mathematics	Distribute *Student Test Booklets* and read directions	Approximately 10–15 minutes
	Test Administration—Section 1	Approximately 45–70 minutes
	Break	(10 minutes or lunch)
	Test Administration—Section 2	Approximately 45–70 minutes
	Total Administration Time	Approximately 110–165 minutes

Administering the CRCTs

This *Test Examiner's Manual* should be used to administer the Reading, English/Language Arts, and Mathematics CRCTs. Before you administer the CRCTs, make sure you have extra No. 2 pencils available and that students' desks are cleared of all other materials.

Test Examiners must make sure that students write their names on their *Student Test Booklets* on the first day of testing. Students should use the same *Student Test Booklet* on all subsequent days of testing.

Because the printed *Test Examiner's Manuals* for grades 1 and 2 contain secure test items, they must be treated in a secure manner and returned to the School Test Coordinator at the conclusion of each test session with all other test materials. Test items must be read exactly as they are scripted in the printed *Test Examiner's Manual*. **Under no circumstances may Test Examiners deviate, in any way, from the script—to do so is a direct violation of test security.** Test items should be read at a normal pace and in a normal tone of voice.

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Some students may not be familiar with how to fill in answers. To familiarize students with the correct procedure, sample items are provided at the beginning of each content area test. During each test session, circulate around the room and check to see that students are recording their answers in the correct section of their *Student Test Booklets*. This process will be referred to on subsequent pages as "circulate and check."

Students in grades 1 and 2 should mark only their answers in the *Student Test Booklets* (using a No. 2 pencil), and may not otherwise write in the booklet or use a highlighter to mark words or passages.

All content area tests for grades 1 and 2 must be read aloud to students. All information to be read to students has been scripted for Test Examiners and must be read exactly as it appears in the printed *Test Examiner's Manual*. **Any graphics (such as tables, pictures, or charts) associated with items should not be described to students.** Use your professional judgment in responding to student questions that arise during the testing session. **You may clarify directions; however, under no circumstances should you reword test items, suggest answers, or evaluate student work during the testing session.** You may repeat (verbatim) a test item one time after your initial reading, but each test item may be read no more than two times.

Test Examiners are cautioned that voice inflection can clue students in to the correct response or make other answer choices more confusing. Questions and response options should be read in such a manner as to minimize the impact of inflection, word emphasis, or reading style. If necessary, take time before the administration to practice reading appropriately.

Read word for word all text that is boxed and printed in **boldface type** and preceded by the word ***Say***. Text that appears in regular type or *italics* should not be read aloud to the students.

For the Mathematics test, students should be given at least two sheets of blank scratch paper. Students must print their names in the upper right-hand corner of each sheet of scratch paper they receive. Students may ask for more scratch paper during the test administration, if necessary. All scratch paper must be accounted for and returned to the School or System Test Coordinator with the other test materials. **Unless specified by a student's IEP, calculators are not allowed on the Mathematics test.**

If testing is interrupted at any time during the test session (by a fire emergency or a child becoming ill, for example), note the time the interruption begins so that you can calculate the amount of reserved time the student(s) will need to complete the test session. If students must leave the room during testing, be sure to lock the door to ensure the security of the test materials. If you have any questions about an individual situation, please contact your School or System Test Coordinator.

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Administering the Braille Version of the CRCTs

The directions in this manual also apply to the administration of the Braille version of the CRCTs. Additional Braille instructions are as follows:

- Disregard references to class packs. The Braille test books will be individually packaged.
- References to specific page numbers in the standard Form 1 *Student Test Booklet* may be incorrect for the Braille version. In order to supply the correct page numbers and other references, Test Examiners need to review—prior to testing—all test materials that accompany the Braille test book, including the supplemental instructions, the standard Form 1 *Student Test Booklet*, and the standard Form 1 *Test Examiner's Manual.*
- The Test Examiner must complete the student identification information for each student on a standard Form 1 *Student Test Booklet.* The Test Examiner must also print the student's name, teacher, school, and system on the front cover of the Braille test book.
- Indicate on the inside front cover of the standard Form 1 *Student Test Booklet* that the student was administered the Braille version by filling in the circle next to the word "Braille" in Section 12.
- Because extra time may be needed for administering the Braille version, it is recommended that students be tested individually or in a small-group setting.
- Test Examiners who administer the Braille version will use the standard Form 1 *Test Examiner's Manual* throughout testing.
- The Test Examiner or proctor must fill in student responses on the standard Form 1 *Student Test Booklet* exactly as the student dictates. Under no circumstances should a student's answer be altered or edited—**to do so is a direct violation of test security.**
- Keep the transcribed standard Form 1 *Student Test Booklet* with the other used *Student Test Booklets* from the student's class. The School Test Coordinator should return the Braille test books with the nonscorable shipment.

Administering the Large-Print Version of the CRCTs

The directions in this manual also apply to the administration of the Large-Print version of the CRCTs. Additional Large-Print instructions are as follows:

- Disregard references to class packs. The Large-Print test books will be individually packaged.
- The Test Examiner must complete the student identification information for each student on a standard Form 1 *Student Test Booklet.* The Test Examiner must also print the student's name, teacher, school, and system on the front cover of the Large-Print test book.

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- Indicate on the inside front cover of the standard Form 1 *Student Test Booklet* that the student was administered the Large-Print version by filling in the circle next to the words "Large-Print" in Section 12.
- Because extra time may be needed for administering the Large-Print version, it is recommended that students be tested individually or in a small-group setting.
- Students who use a Large-Print version should record their answers directly in the Large-Print test book by circling the letters for their selected answers, writing their responses, or by using a similar marking system. The Test Examiner or proctor must then transcribe student responses into the standard Form 1 *Student Test Booklet* exactly as they appear in the Large-Print test book. Under no circumstances should a student's answer be altered or edited—**to do so is a direct violation of test security.**
- Keep the transcribed standard Form 1 *Student Test Booklet* with the other used *Student Test Booklets* from the student's class. The School Test Coordinator should return the Large-Print test books with the nonscorable shipment.

Completing the Student Identification Information

If a student has a pre-ID label, only Section 1 will need to be completed on the front cover of his or her *Student Test Booklet* prior to test administration. If a student does *not* have a pre-ID label, *all* the student identification information will need to be completed on the front cover of his or her *Student Test Booklet* prior to test administration. Please follow the instructions below.

Section 1: Student Name, Teacher, School, System

Using a No. 2 pencil, print the student's name, the teacher's name, and the school and system names in the spaces provided.

Section 2: Last Name, First Name, Middle Initial

In the boxes below "Last Name," print the letters of the student's last name, starting in the first box on the left. Do not leave any spaces between the letters in the last name. If the last name does not fit, print as many letters as you can. In the boxes below "First Name," print the letters of the student's first name, starting in the first box on the left. This should be the student's full first name, not a nickname. Do not leave any spaces between the letters in the first name. If the first name does not fit, print as many letters as you can. In the box below "M," print the initial letter of the student's middle name, if applicable. Complete Section 2 by completely filling in the corresponding circles under the letters that you printed. For example, if you wrote "r," you should fill in the circle containing "R."

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Section 3: Date of Birth

Fill in the circle beside the month in which the student was born. Then, print the student's birthday and year in the appropriate boxes, and fill in the corresponding circles under "Day" and "Year." Days under 10 should begin with "zero." For example, if the student's birthday is on the fifth day of the month, you should print and fill in "zero-five."

Section 4: Gender

Fill in the circle next to the appropriate gender for the student.

Section 5: Racial/Ethnic Background

Fill in the circle next to the ethnic group that best describes the student. You should fill in only one circle: Asian/Pacific Islander, Black/Non-Hispanic, Hispanic, American Indian/Alaskan Native, White/Non-Hispanic, or Multiracial.

Section 6: GTID

Print the student's GTID number in the boxes, and fill in the corresponding circles under the numbers.

NOTE: A GTID is a Georgia Testing Identifier that is used to track and maintain a student's data within the Georgia Department of Education's data warehouse and the local Student Information System. All PK–12 students that attend a public school in Georgia must have a GTID. The GTID is the key identifier used in all state data collections.

Section 7: FTE Student ID

Print the student's FTE number in the boxes, and fill in the corresponding circles under the numbers.

NOTE: It is imperative that the student ID number printed in this section be the same as the number that the school or system uses to report FTE-type information to the state. Locally assigned student ID numbers should **not** be used if they do not correspond with state-reported information.

Section 8: Form

Because the Form number is printed on the front cover of each *Student Test Booklet,* Test Examiners for grades 1 and 2 do not have to fill in any information in this field. All *Student Test Booklets* for a classroom or group should have the same Form number.

Sections 9–16:

Complete these sections **after** all content area tests have been completed.
Directions for completing these sections are found on pages 12–18 in this manual.

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DIRECTIONS FOR ADMINISTERING THE GEORGIA CRCTs ARE OMITTED FROM THIS ONLINE VERSION OF THE *TEST EXAMINER'S MANUAL*

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Post-Testing Activities

This section describes what a Test Examiner should do after testing in all content areas is complete. Read this information carefully and follow all directions. If you have questions, contact your School Test Coordinator.

Encoding Student Information

Federal and state regulations require accurate coding of student demographic information. Follow these steps to verify the coding of this information:

1. For *Student Test Booklets* **without** a pre-ID label, verify that Sections 1 through 7 have been completed with the correct information and the appropriate circles have been filled in for each section.

   Test Examiners must ensure that each student's *Student Test Booklet* is correctly identified with both his or her nine-digit state FTE Student ID number and his or her ten-digit GTID number. No other student identification numbers may be used.

2. For *Student Test Booklets* **with** a pre-ID label, verify that Section 1 has been completed with the correct information.

3. Use the following directions to complete the "For Teacher Use Only" section on the inside front cover of the *Student Test Booklets*. Fill in the appropriate circles in Sections 9 through 14 as applicable for each student.

After you have completed the "For Teacher Use Only" section for applicable students, you will need to check each *Student Test Booklet* to make sure it is free of any stray marks. ONLY answers filled in properly (with a No. 2 pencil) will be scored and reported. Return the *Student Test Booklets* to the School Test Coordinator. Make sure materials are stacked in the order prescribed in this manual (see page 20).

Completing Sections 9–14: "For Teacher Use Only"

It is imperative that information be filled in correctly for each student taking the CRCTs. Federal and state regulations require complete and accurate coding of student information for reporting purposes. Sections 9 through 14 should be left blank if they are not applicable to the student.

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Section 9: SRC

The information provided below will help you assign the correct State-Required Codes (SRCs) for students who receive special education services:

- If the student receives special education services, fill in the appropriate circle(s) next to the student's classification(s). Please refer to the student's Individualized Education Plan (IEP) for the appropriate classification(s).

  NOTE: For the student's primary classification, only one response circle should be filled in for SRCs 1–12 or 14–15. Additional response circles for SRCs 13–14 and 16–19 may be filled in as applicable. SRCs are listed in the following table:

SRCs	
01 Visual Impairments	11 Emotional and Behavioral Disorders
02 Deaf/Hard of Hearing	12 Other Health Impairments
03 Deaf/Blind	13 English Language Learner (ELL)
04 Specific Learning Disabilities	14 Section 504
05 Mild Intellectual Disabilities	15 Significant Development Delay (K–5 only)
06 Traumatic Brain Injury	16 Title I Reading
07 Moderate/Severe/Profound Intellectual Disabilities	17 Title I Math
08 Autism	18 Migrant Certified
09 Orthopedic Impairments	19 English Language Learner—Monitored
10 Speech-Language Impairments	

- If a Georgia Migrant Education Agency has identified the student as Migrant Certified, fill in the appropriate circle (18). The four regional Georgia Migrant Education Agencies have provided each system with a listing of students who are Migrant Certified. Only certified students should be coded.
- If the student is classified under Section 504, fill in the appropriate circle (14). A student is eligible to be coded as Section 504 if he or she has a current Individual Accommodation Plan (IAP) on file.
- If the student is identified as an English Language Learner (ELL) according to Board of Education Rule 160-4-5-.02, fill in the appropriate circle (13). A student is eligible to be coded as ELL if the student's native language is not English and he or she is eligible for English to Speakers of Other Languages (ESOL) services in accordance with Rule 160-4-5-.02, regardless of whether or not the student receives ESOL services. Students who are not eligible for ESOL services (as specified in Rule 160-4-5-.02) may not be coded as ELL. Fill in circle 19 for those students who have exited the ESOL program but who are still being monitored.

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Accommodations (requires at least one SRC)

If the student was given a test administration accommodation based on his or her Individualized Education Plan (IEP), Individual Accommodation Plan (IAP), or English Language Learner/Testing Participation Committee (ELL/TPC) Plan, fill in the appropriate circle in the Accommodations section. A current IEP, IAP, or ELL/TPC Plan must be on file for each student who receives an accommodation. Only state-approved accommodations may be used, following the guidance issued by GaDOE. If an accommodation is included in a student's plan that is not on the approved list, it must be reported as an irregularity. Students who are served by Student Support Teams (SST) but do not qualify for services under IDEA or Section 504 status may not be granted accommodations. **Failure to provide appropriate accommodations or providing accommodations to students who are not eligible is a direct violation of state regulations.**

Accommodation Type

If the student was given a test administration accommodation based on his or her IEP, IAP, or ELL/TPC, fill in the appropriate circle(s) under Accommodation Type to identify it as a Setting, Presentation, Response, or Scheduling accommodation.

Conditional Administration

Conditional administrations result from the use of conditional accommodations. Conditional accommodations are more expansive than standard accommodations, and are intended to provide access to students with more severe disabilities or very limited English proficiency who would not be able to access the tests without such assistance. Only students meeting strict criteria (outlined in the *2008-2009 Student Assessment Handbook*) are eligible for conditional accommodations. Any use of conditional accommodations **must** be coded. Per State Board rule, only a small number of students should participate in conditional administrations. **ELL-M students are NOT eligible for conditional accommodations.**

Definitions of Setting, Presentation, Response, and Scheduling accommodations (both standard and conditional) are provided in the following table.

ACCOMMODATIONS		
	STUDENTS WITH DISABILITIES: IEP AND SECTION 504 IAP	ENGLISH LANGUAGE LEARNERS: ELL/TPC PLAN
Setting Accommodations		
Special education/ESOL classroom	Standard	Standard
Special or adapted lighting	Standard	
Small group	Standard	Standard
Preferential seating	Standard	Standard

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ACCOMMODATIONS		
	STUDENTS WITH DISABILITIES: IEP AND SECTION 504 IAP	ENGLISH LANGUAGE LEARNERS: ELL/TPC PLAN
Sound field adaptations	Standard	
Adaptive furniture (e.g., slant board)	Standard	
Individual or study carrel	Standard	Standard
Individual administration	Standard	Standard
Test administered by certified educator familiar to student	Standard	
Presentation Accommodations		
Large-Print	Standard	
Sign the directions	Standard	
Sign test questions	Standard	
Sign reading passages	Conditional (restricted to eligible students in grades 3–8 only)	
Explain or paraphrase the directions for clarity (in English only)	Standard	Standard
Braille	Standard	
Color overlays, templates, or place markers	Standard	Standard
Use of highlighter by student		
Oral reading of test questions in English only by reader or assistive technology	Standard	Standard
Oral reading of reading passages in English only by reader or assistive technology	Conditional (restricted to eligible students in grades 3–8 only)	Conditional (restricted to eligible students in grades 3–8 only)
Low vision aids (e.g., CCTV, magnifying equipment)	Standard	
Repetition of directions (in English only)	Standard	Standard
Materials presented with contrast and tactile cues	Standard	
Photograph used		
Substitute manipulative		
Use directions that have been marked by teacher		
Audio amplification devices or noise buffer/listening devices	Standard	
Response Accommodations		
Technology applications, such as Brailler, word processor, or other communications device with all grammar and spell-check devices disabled	Standard	
Student marks answers in test booklet	Standard	Standard
Student points to answers	Standard	Standard
Verbal response in English only	Standard	Standard

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ACCOMMODATIONS		
	STUDENTS WITH DISABILITIES: IEP AND SECTION 504 IAP	ENGLISH LANGUAGE LEARNERS: ELL/TPC PLAN
Braille writer	Standard	
Basic function calculator or adapted basic calculator	Conditional (restricted to eligible students only)	
Scribe	Standard	
Adapted writing tools (e.g., pencil grips, large-diameter pencil)	Standard	
Word-to-word dictionary		Standard
Scheduling Accommodations		
Frequent monitored breaks	Standard	Standard
Optimal time of day for testing	Standard	
Extended time	Standard	Standard
Flexibility in the order of administration for content areas	Standard	
Extending sessions over multiple days		

Section 10: First Year ELL Deferred

ELL students enrolled for the first time in a school in the United States may receive a one-time deferment from assessments in content areas other than mathematics and science. If the student was deferred from any CRCT content areas, fill in the appropriate response circles in this section.

Section 11: PTNA

If the student was present for the test administration but did not attempt any items **in one or more content areas,** this must be coded in the appropriate response circle under "PTNA."

Section 12: Braille/Large-Print

If the student was tested with a Braille or Large-Print version of the CRCTs, this must be coded in the appropriate response circle under "Braille/Large-Print."

Section 13: EIP Served

If the student has received services from the state's Early Intervention Program (EIP) at any time during the current school year, fill in the "Yes" circle under "EIP Served" (relevant to grades 1–5 only).

Section 14: Local Optional Coding

Systems may choose to use this section to code special program students to gauge their performance on the CRCTs. System Test Coordinators will designate a code to be filled

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in for this section; fill in the code number starting with the first box on the left. **Note that systems will not receive any special reports based on this coding.** The coding will generate information on each system's data file for the system to extract and disaggregate based on their requirements.

Completing Sections 15 and 16: "State-Directed Use Only"

Sections 15 and 16 should generally be filled in by the School Test Coordinator only. Directions for filling in these sections are as follows:

Section 15: SDUA: Georgia Network for Educational and Therapeutic Support (GNETS) Only

The following table is to be used by GNETS programs to report their assigned facilities code. The two-digit code should be filled in under Section 15 for all students who are served at a GNETS facility. This information is being collected in order to provide reports to each center.

GNETS Program Name	State-Directed Code
Alpine Program	01
Burwell Program	02
Cedarwood Program	03
Coastal Academy	04
Coastal Georgia Comprehensive Academy	05
Mainstay	06
Dekalb-Rockdale Program	07
Elam Alexander Academy	08
Flint Area Learning Program	09
Harrell Learning Center	10
H.A.V.E.N. Academy	11
Heartland Academy	12
Horizon Academy	13
Northstar Educational and Therapeutic Services	14
North Metro Program	15
Northwest Georgia Educational Program	16
Oak Tree Program	17
GNETS of Oconee	18
Pathways Educational Program	19
River Quest Program	20
Rutland Academy	21
Sand Hills Program	22
South Metro Program	23
Woodall Program	24

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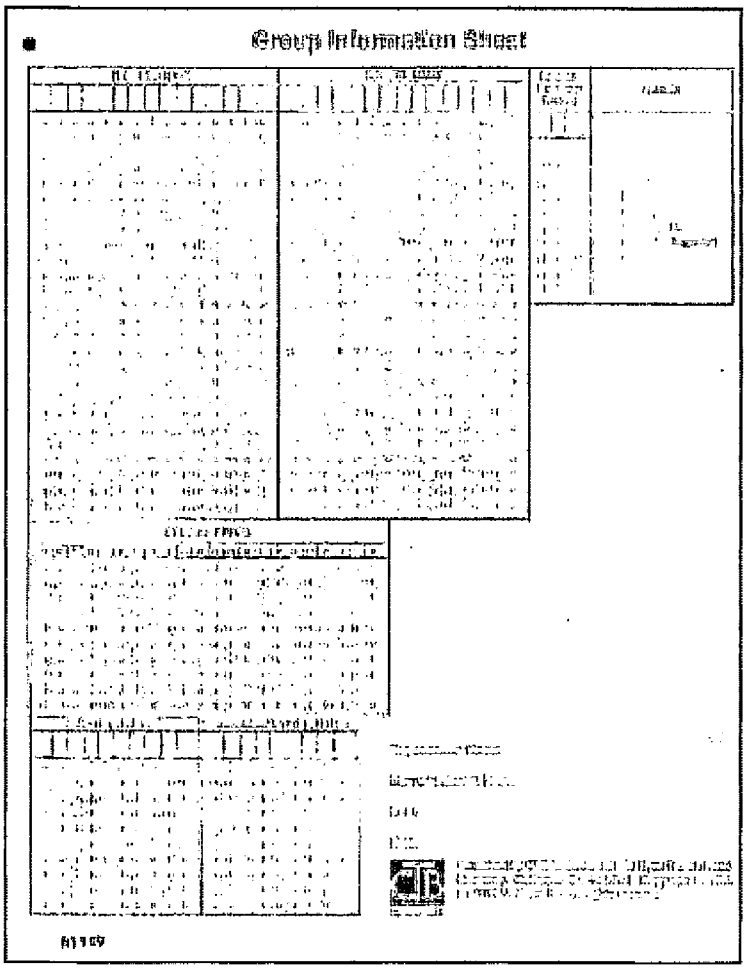
Section 16: IR/IV/PIV

School Test Coordinators should complete this section **only as directed by GaDOE.** The procedure for reporting testing irregularities to Assessment and Accountability is described in the *School and System Test Coordinator's Manual.* If GaDOE determines that an Irregularity (IR), Invalidation (IV), or Participation Invalidation (PIV) has occurred and should be coded in Section 16, the GaDOE Program Manager will provide the proper codes and instructions for completing this section.

For each affected content area, fill in **only one** bubble on the top line: IR, IV, or PIV. Then, write in the five-digit code number provided by GaDOE and fill in the corresponding circles.

Completing the Group Information Sheet

The Test Examiner should complete a Group Information Sheet for each classroom or group of students.



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It is critical to the reporting process that the Group Information Sheet be coded properly and that it remain with the used *Student Test Booklets* it represents. If a blank Group Information Sheet is used, it must be filled out in the same way as the precoded Group Information Sheet. Test Examiners should use a No. 2 pencil. If any precoded information is incorrect on a Group Information Sheet, the System Test Coordinator should contact the CTB GA CRCT support team toll-free at (866) 282-2249 to order a replacement. The directions for completing the Group Information Sheet are as follows:

Teacher Name

Print the name of the Test Examiner and fill in the corresponding circles.

School Name

Verify that the school name has been precoded.

Number Students Testing

Print the number of *Student Test Booklets* to be scored. This includes the transcribed *Student Test Booklets* from the Braille and/or Large-Print versions of the test. The count number should be right-justified. For example, if your classroom contains 25 students, starting in the first box on the left you will fill in "zero," "two," and "five." Complete this section by filling in the corresponding circles under the numbers that you have printed.

NOTE: Unused *Student Test Booklets* containing pre-ID labels or completed demographic information (for students who were not administered any part of the exam) must be marked "VOID" and returned with the nonscorable materials. Do not include VOID *Student Test Booklets* in the Group Information Sheet count.

Grade

Fill in the appropriate circle.

Special Codes

For CTB use only.

ORG-TP (CTB Use)

For CTB use only.

STRUC/Element # (CTB Use)

For CTB use only.

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Returning Materials to the School Test Coordinator

The Test Examiner must return all used and unused *Student Test Booklets,* scratch paper, the completed Group Information Sheet, and the *Test Examiner's Manual* to the School Test Coordinator.

For soiled documents, Test Examiners must transcribe answers and student demographic information onto a new *Student Test Booklet* following GaDOE procedure, and then submit the transcribed *Student Test Booklet* with the scorable materials.

NOTE: Once the transcription is complete, the School Test Coordinator should mark the soiled document on the School Security Checklist as "SOILED and VOID," and then destroy the soiled document. Soiled documents should NOT be shipped back with scorable or nonscorable materials.

It is imperative that materials be organized and returned to the School Test Coordinator in the following order (top to bottom):

Top of Stack
Completed Group Information Sheet
Used *Student Test Booklets* (do not need to be alphabetized)
Scratch paper for Mathematics CRCT
All remaining *Student Test Booklets* (including Braille test books, Large-Print test books, and VOID *Student Test Booklets,* but not including SOILED *Student Test Booklets*)
Test Examiner's Manual
Bottom of Stack

IMPORTANT NOTES: The Group Information Sheet must be completed in its entirety. It is critical that it be placed on top of the used *Student Test Booklets* it represents.

Reminder

All CRCT items and responses to those items are secure material and may not be copied, duplicated, or retained in the school after testing is completed.

Thank you very much for your assistance with the administration of the CRCTs.

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Checklist for Test Examiners

Before Testing:

____ Assist the School Test Coordinator with notifications to students and parents about the testing program.

____ Read all directions for test administration in this *Test Examiner's Manual*.

____ Meet with the School Test Coordinator to review the testing schedule and procedures.

____ Secure No. 2 pencils and scratch paper (at least two sheets per student for the Mathematics test).

____ Secure needed information from the School Test Coordinator to correctly complete State-Required Codes (SRCs) for each student.

____ Inventory test materials received from School Test Coordinator, and sign out all secure materials on the School Security Checklist.

____ Arrange for an additional proctor, if necessary.

____ Prepare the classroom (remove or cover posters, etc.).

____ Remind students to bring something to read.

____ Ensure that all *Student Test Booklets* have a pre-ID label. If there is no pre-ID label, ensure that the student identification information in Sections 1–7 is filled in on the *Student Test Booklet*. Do not apply incorrect labels.

____ Write the teacher, school, and system name on the board.

During Testing:

____ Post a "Testing—Do Not Disturb" sign on your classroom door.

____ Be sure that all students have a comfortable and adequate workspace.

____ Monitor students' handling of *Student Test Booklets* to keep the materials in good condition.

____ Circulate and monitor all students during the testing session.

After Testing:

____ Verify that you have collected and **counted** a *Student Test Booklet* and scratch paper (at least two sheets for the Mathematics test) for every student in your classroom.

____ Check to see that the *Student Test Booklets* are properly filled in and are in good condition.

____ Complete the "For Teacher Use Only" section in the *Student Test Booklets*, as applicable. Verify that the student demographics and school-identifying information have been completed.

____ Count and return all test materials to the School Test Coordinator at the conclusion of every test day. Date the School Security Checklist each day.

____ On the final day of testing, assemble all the test materials according to the instructions provided in the "Post-Testing Activities" section of this manual, and return them to the School Test Coordinator.

____ Notify the School Test Coordinator of the names of any students who did not take any part of the test.

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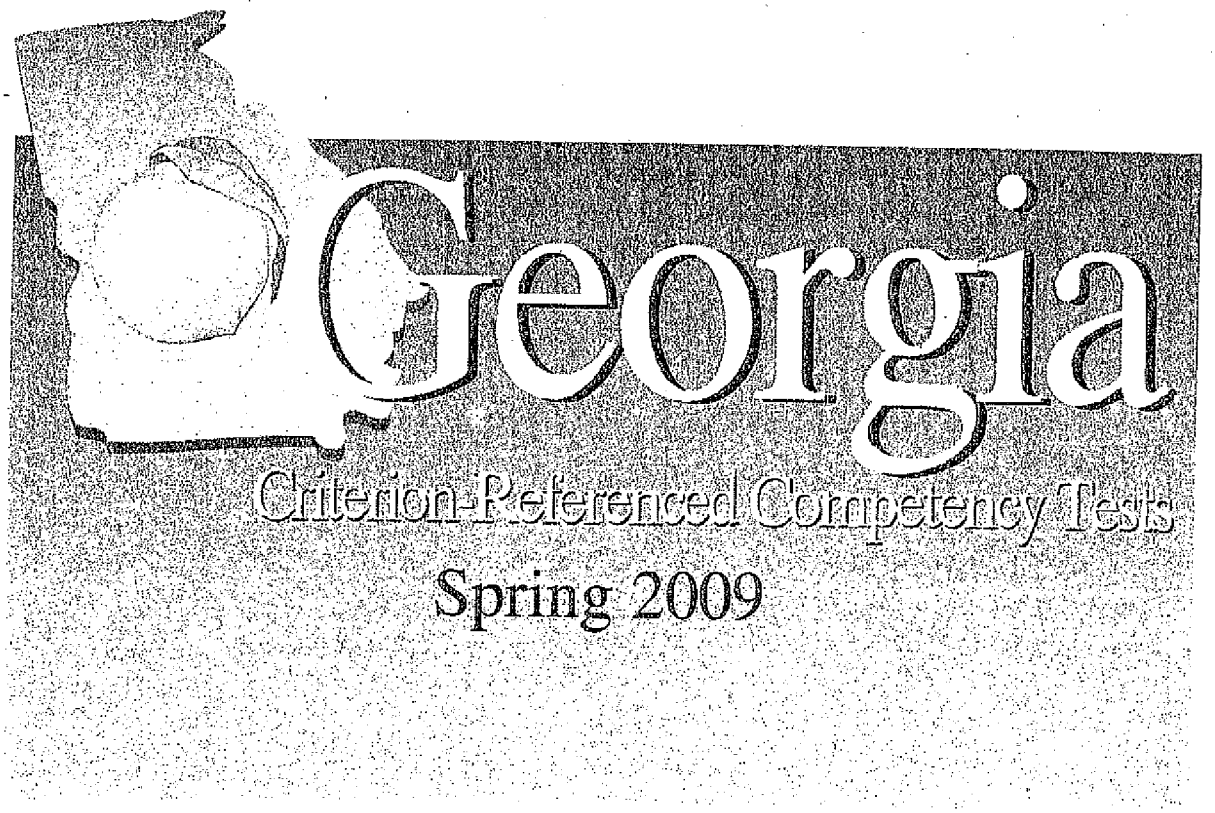
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Test Examiner's Manual
Grades 1 and 2 Online Shell

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Test Examiner's Manual

Grades 3 through 8

Reading, English/Language Arts,
Mathematics, Science, and Social Studies

GEORGIA DEPARTMENT OF EDUCATION

Georgia Department of Education
Kathy Cox, State Superintendent of Schools

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Secure Test Materials—Do Not Copy

All test booklets and supporting materials associated with the Criterion-Referenced Competency Tests (CRCTs) are confidential and secure. No part of any test booklet may be reproduced or transmitted in any form or by any means, including but not limited to electronic, mechanical, manual, or verbal (e.g., photocopying, recording, paraphrasing—rewording or creating mirror items for instruction—and/or copying). CRCT materials must remain secure at all times and (excluding the *School and System Test Coordinator's Manual*, the *Test Examiner's Manual* for grades 3 through 8, and the online shell for the grades 1 and 2 *Test Examiner's Manuals*) cannot be viewed by any individual or entity prior to or after testing. (*Test Examiner's Manuals* for grades 1 and 2 are secure.) To do so is a direct violation of testing policies and procedures established by Georgia law (§20-2-281) and the State Board of Education (Rule 160-3-1-.07(2)(i)3) in addition to copyright laws and Georgia professional ethics for educators. CRCT materials may not be provided to any persons except those conducting the test administration and those being tested. **All** test booklets (used and unused) and all supporting materials must be accounted for and returned at the completion of the test administration and in the manner prescribed in the *School and System Test Coordinator's Manual*.

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APS-OIR 02583

000328

Table of Contents

Introduction 1
Purpose of This Manual 1
Test Materials 2
Test Security 2
Preparing for the Test 3
Scheduling the Test 5
Administering the CRCTs 7
Administering the Braille Version of the CRCTs 8
Administering the Large-Print Version of the CRCTs 9
Distributing the CRCT Materials and Completing the Student Identification Information 10
Directions for Administering the Reading CRCT 14
Directions for Administering the English/Language Arts CRCT 18
Directions for Administering the Mathematics CRCT 22
Directions for Administering the Science CRCT 28
Directions for Administering the Social Studies CRCT 32
Post-Testing Activities 37
- Encoding Student Information 37
- Completing Sections 9–14: "For Teacher Use Only" 37
- Completing Sections 15 and 16: "State-Directed Use Only" 42
- Completing the Group Information Sheet 43
- Returning Materials to the School Test Coordinator 45

Checklist for Test Examiners 51

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APS-OIR 02584

000329

Introduction

Georgia's Criterion-Referenced Competency Tests (CRCTs) are designed to measure student acquisition of the knowledge and skills set forth in the state's Georgia Performance Standards (GPS). Legislated by Georgia lawmakers, the Reading, English/ Language Arts, Mathematics, Science, and Social Studies assessments were developed to yield information at the student, class, school, system, and state levels. The primary purpose of the CRCTs is to provide a valid measure of the quality of educational services provided throughout the state.

The Georgia CRCTs are comprehensive tests made up of multiple-choice items that map to the GPS. Each *Student Test Booklet* contains all five content areas. Each content area test is made up of two sections; each section is timed for up to 70 minutes.

Students will work through the CRCTs independently, using no resource materials during testing. **Students in grades 3–8 may write in their test booklets, but only answers marked on *Student Answer Sheets* will be scored.** Students should use only No. 2 pencils when taking the CRCTs; highlighters may not be used to mark words or passages in the *Student Test Booklet*. Calculators are not allowed during any part of the Mathematics test. Scratch paper, provided by the Test Examiner, can be used during the Mathematics test only.

Purpose of This Manual

This *Test Examiner's Manual* provides procedural information as well as detailed instructions for administering the CRCTs. It is imperative that the CRCTs be administered according to the directions in this manual. If you have any questions, contact your School or System Test Coordinator.

Uniform test administration is needed to ensure high-quality assessment data. To ensure this uniformity, the Test Examiner's responsibilities are clearly outlined and detailed in this manual. Step-by-step instructions for administering the test are designed to protect its integrity and security and must be followed exactly. It is recommended that Test Examiners read this manual and become thoroughly familiar with all CRCT administration procedures before administering the tests.

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Test Materials

In addition to this manual, you will receive all test materials from the School Test Coordinator. The *Student Test Booklets* will be presorted into class packs of 20 and 5 and must remain in their shrink-wrapped packs until they are distributed to Test Examiners. The *Student Answer Sheets* are also presorted and shrink-wrapped into class packs of 20 and 5. The *Student Answer Sheets* are machine-scannable; therefore, it is important that all pages remain free of stray pencil marks or loose eraser bits and that they not be folded, clipped, stapled, banded, taped, or torn. Students in grades 3–8 will use one *Student Answer Sheet* to record their answers.

Each test consists of multiple-choice questions. Sample items are provided to acquaint students with the correct procedures for recording answers, and directions for filling in answers are provided on the cover of the *Student Answer Sheet*.

NOTE: Materials are shipped to arrive a few days before your school's nine-day testing period. Contact your School or System Test Coordinator for your scheduled testing window.

Test Security

The CRCTs are secure tests. Maintaining the security of all test materials is crucial to obtaining valid and reliable test results. Therefore, test materials must be kept in locked storage, except during actual test administration. Access to secure materials must be restricted to authorized individuals only (e.g., Test Examiners and the School Test Coordinator). It is the direct responsibility of all individuals who administer the test to follow security procedures.

Student Test Booklets and the items therein are to be used solely for test purposes and may not be disclosed or used for any other purpose. *Student Test Booklets* must remain in their shrink-wrapped packages until they are distributed to Test Examiners. Shrink-wrapped packages may be broken only for partial-count needs or for distribution to examinees. *Student Test Booklets* from opened shrink-wrapped packages must remain individually sealed until test administration begins.

The CRCTs must be administered by a certified educator. During test sessions, Test Examiners are directly responsible for the security of the tests and must account for all test materials at all times. When the materials are not in use, they must be kept in locked storage. At the conclusion of each day's test session, Test Examiners must return all used and unused test materials to the School Test Coordinator.

Students are instructed to write their names on the cover of their *Student Test Booklets* on the first day of testing (and on their scratch paper for the Mathematics test) to help account for materials at the end of each test session. **Students in grades 3–8 may underline and circle key words or work problems in their test booklets (using a No. 2 pencil), but only answers marked on *Student Answer Sheets* will be scored.**

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Testing conditions, especially the supervision and seating arrangements of students, should be designed to minimize the potential for cheating. The Test Examiner must supervise the test administration at all times. **All instances of test security breaches and testing irregularities must be reported to the School Test Coordinator immediately.** If questions arise, or if any situations occur that could cause any part of the test administration to be compromised, please have your System Test Coordinator contact Assessment and Accountability as soon as possible at (800) 634-4106 or (404) 656-2668.

Preparing for the Test

1. This *Test Examiner's Manual* will be used to administer the CRCTs in Reading, English/Language Arts, Mathematics, Science, and Social Studies. Each content area test consists of multiple-choice items. All content area tests are included in the *Student Test Booklet*. Students will use one *Student Answer Sheet* to record their answers.
2. For grades 3–8, one proctor for each test session is recommended. When more than 30 students are to be tested in one location, the assistance of a proctor is **required.** Proctors may help Test Examiners with room preparation and monitoring and assist students with the completion of student identification information on the front cover of the *Student Answer Sheets*.
3. Before administering the CRCTs, make sure that you have the following materials:
   - A copy of this *Test Examiner's Manual*
   - One *Student Test Booklet* for each student
   - One *Student Answer Sheet* for each student
   - Pre-ID labels with precoded student information
   - Two No. 2 pencils with functional erasers for each student
   - Blank scratch paper for the Mathematics test (at least two sheets for each student)
   - A timing device, such as a clock or watch, to keep track of time during the test administration
   - A "Testing—Do Not Disturb" sign to post on the classroom door

   NOTE: The Test Examiner should also have a list of the student identification numbers for all students in the class or group, in case questions arise while filling in the student information on the *Student Answer Sheets*.
4. Arrange test materials so that they can be distributed in an organized and efficient manner.

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5. Systems will receive pre-ID labels to pre-identify demographic information on *Student Answer Sheets*. There will be three labels provided for each student: a text label that can be attached to the *Student Test Booklets* to ease distribution in the classroom, and two labels with precoded student information (one is extra). **Follow these instructions carefully to provide the correct student demographic information on each *Student Answer Sheet:***

   - For enrolled students, place pre-ID labels on the front covers of the *Student Answer Sheets* in the space marked "PLACE STUDENT LABEL HERE."
   - Verify that the information printed on the pre-ID labels is accurate (system name, system ID, school name, school ID, teacher name, student name, FTE Student ID and GTID numbers). **If any errors are found, do NOT use the incorrect label.** Instead, notify the School Test Coordinator. Students who do not receive a correct pre-ID label will need to fill in their demographic information on the *Student Answer Sheet* by hand, following the directions in this manual (see pages 10–12). Any incorrect information on pre-ID labels should be corrected in the system's student records. **Do not change the label in any way.** Apply only correct pre-ID labels to the *Student Answer Sheets*.
   - Not all information included in the pre-ID label is visible. Only specified fields may be seen on the label, as indicated above. Student demographic information (including ethnic group, gender, and date of birth) is included in the pre-ID label and should not be filled in on the *Student Answer Sheets*. **Student demographic information on the pre-ID label will override any hand-filled information for all students.**
   - Even with a pre-ID label, all students will still need to complete Sections 1 and 8 on the front cover, and the Test Examiner will need to complete the "For Teacher Use Only" section on the inside front cover, if applicable.

     NOTE: *Student Test Booklets* are designated by a Form number, which should be filled in by students in Section 8 of their *Student Answer Sheets*.
   - If the student is new to the school/system or for any other reason does **not** have a pre-ID label, follow the instructions in this manual to fill in the student demographic information on the *Student Answer Sheet* (see pages 10–12). All fields should be completed accurately (including the FTE Student ID and GTID numbers). Test Examiners should have a complete list of FTE Student ID and GTID numbers prior to testing.
   - Become familiar with the sections on the *Student Answer Sheet*. You will want to have some of this information written on the board prior to the beginning of test administration.

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6. Before beginning the test, make sure that each student has the following:
   - One *Student Test Booklet*
   - One *Student Answer Sheet*
   - Two No. 2 pencils with functional erasers
   - At least two sheets of blank scratch paper for the Mathematics test
7. Each student's workspace should be large enough to accommodate an open *Student Test Booklet* and a *Student Answer Sheet*. Workspaces should be cleared of all other materials. During testing, students should be separated by a reasonable distance to encourage independent work and to prevent collaboration. **Posters, charts, and other instructional materials related to the content being tested should not be displayed in the classroom or otherwise made available to students during test administration.** Take down or cover all such material.
8. You may want to plan an activity for students who finish early. Students may read a book or do other work if they finish early, but this activity must be unrelated to the content being tested and students should not be permitted to open their *Student Test Booklets* again.

Scheduling the Test

The Reading, English/Language Arts, Mathematics, Science, and Social Studies CRCTs will be administered to students within the state testing window of April 6 through May 8, 2009. **Systems will choose one nine-day testing period within this window.**

All students should be tested in surroundings that will provide them with the opportunity to do their best work on the test. In schools where students in several classes are being tested, each classroom of students must take the same test at the same time.

The CRCTs must be administered in the order prescribed: Reading, English/Language Arts, Mathematics, Science, and Social Studies. Each section of each test must be administered in one block of time. Approximately halfway through the administration of each content area test (between Sections 1 and 2), students should be given a 10-minute break. **Both sections of a content area test must be administered on the same day.** Under no circumstances may a content area test be split across multiple days—**to do so is a direct violation of test security.**

The administration time for the CRCTs, as indicated in the following table, should be sufficient for students to complete each test section. **All** students should be given at least 45 minutes to complete each test section. If all students finish the section before 70 minutes have passed, the Test Examiner may end the session early. However, if there are students who are still productively engaged in completing the section, testing should continue for the full 70 minutes. Unless specified in an IEP, IAP, or ELL/TPC Plan, students should have a minimum of 45 minutes and a maximum of 70 minutes to complete each section.

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000334

Confidential Non-Public Personal Information

Business Decisions Information, Inc. DBA Business Information Services has a strict privacy policy concerning the treatment of non-public personal information including, but not limited to, applicants, claimants, and policyholders. Federal and State laws prohibit us from disclosing non-public personal information to nonaffiliated third parties unless otherwise permitted or required by law. Non-public personal information is generally information that personally identifies an individual and which is not otherwise available to the public. Non-public personal information includes, but is not limited to, financial and health information.

CRCT Administration Schedule, Grades 3–8		
Content Area	**Task**	**Time Allotted**
Reading	Distribute *Student Test Booklets* and *Student Answer Sheets*, and read directions Complete the student identification section (for students without a pre-ID label)	15–20 minutes
	Test Administration—Section 1	45–70 minutes
	Break	10 minutes
	Test Administration—Section 2	45–70 minutes
	Total Administration Time	115–170 minutes
English/Language Arts	Distribute *Student Test Booklets* and *Student Answer Sheets*, and read directions	15–20 minutes
	Test Administration—Section 1	45–70 minutes
	Break	10 minutes
	Test Administration—Section 2	45–70 minutes
	Total Administration Time	115–170 minutes
Mathematics	Distribute *Student Test Booklets* and *Student Answer Sheets*, and read directions	15–20 minutes
	Test Administration—Section 1	45–70 minutes
	Break	10 minutes
	Test Administration—Section 2	45–70 minutes
	Total Administration Time	115–170 minutes
Science	Distribute *Student Test Booklets* and *Student Answer Sheets*, and read directions	15–20 minutes
	Test Administration—Section 1	45–70 minutes
	Break	10 minutes
	Test Administration—Section 2	45–70 minutes
	Total Administration Time	115–170 minutes
Social Studies	Distribute *Student Test Booklets* and *Student Answer Sheets*, and read directions	15–20 minutes
	Test Administration—Section 1	45–70 minutes
	Break	10 minutes
	Test Administration—Section 2	45–70 minutes
	Total Administration Time	115–170 minutes

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APS-OIR 02590

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451

ADMINISTERING THE CRCTs

This *Test Examiner's Manual* should be used to administer the Reading, English/Language Arts, Mathematics, Science, and Social Studies CRCTs. Before you administer the CRCTs, make sure you have extra No. 2 pencils available and that students' desks are cleared of all other materials.

On the first day of testing, it is very important that students write their names on the *Student Test Booklets* and fill in Section 8 on their *Student Answer Sheets* with their particular test Form number. Students should use the same *Student Test Booklet* and *Student Answer Sheet* on all subsequent days of testing.

Some students may not be familiar with how to fill in answers. To familiarize students with the correct procedure, sample items are provided at the beginning of each content area test. During each test session, circulate around the room and check to see that students are recording their answers in the correct section of their *Student Answer Sheets*. This process will be referred to on subsequent pages as "circulate and check."

Follow the script provided in this manual for administering the Reading, English/Language Arts, Mathematics, Science, and Social Studies CRCTs. You may repeat any part of these directions as many times as needed, but you should not modify the words used. Use your professional judgment in responding to student questions that arise during the testing session. **You may clarify directions; however, under no circumstances should you reword test items, suggest answers, or evaluate student work during the test session.**

Read word for word all text that is boxed and printed in **bold type** and preceded by the word *Say*. Text that appears in regular type or *italics* should not be read aloud to the students.

For the Mathematics test, students should be given at least two sheets of blank scratch paper. Students must print their names in the upper right-hand corner of each sheet of scratch paper they receive. Students may ask for more scratch paper during the test administration, if necessary. All scratch paper must be accounted for and returned to the School Test Coordinator with the other test materials. **Unless specified by a student's IEP, calculators are not allowed on the Mathematics test.**

For students with an IEP, IAP, or ELL/TPC Plan that clearly specifies a "Read Aloud" Accommodation, use a *Student Test Booklet* to administer the accommodation. It is prohibited to test any student with a "Read Aloud" Accommodation unless the accommodation is specified in the student's IEP, IAP, or ELL/TPC Plan.

Students in grades 3–8 may underline and circle key words or work problems in their test booklets (using a No. 2 pencil), but only answers marked on *Student Answer Sheets* will be scored.

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If testing is interrupted at any time during the test session (by a fire emergency or a child becoming ill, for example), note the time the interruption begins so that you can calculate the amount of reserved time the students will need to complete the test session. If students must leave the room during testing, be sure to lock the door to ensure the security of the test materials. If you have any questions about an individual situation, please contact your School or System Test Coordinator.

Administering the Braille Version of the CRCTs

The directions in this manual also apply to the administration of the Braille version of the CRCTs. Additional Braille instructions are as follows:

- Disregard references to class packs. The Braille test books will be individually packaged.
- References to specific page numbers in the standard Form 1 *Student Test Booklet* may be incorrect for the Braille version. In order to supply the correct page numbers and other references, Test Examiners need to review—prior to testing—all test materials that accompany the Braille test book, including the supplemental instructions and the standard Form 1 *Student Test Booklet*.
- The Test Examiner must complete the student identification information for each student on a *Student Answer Sheet*. The Test Examiner must also print the student's name, teacher, school, and system on the front cover of the Braille test book.
- Indicate on the *Student Answer Sheet* that the student was administered the Braille version by filling in the circle next to "Braille" in Section 12.
- Because extra time may be needed for administering the Braille version, it is recommended that students be tested individually or in a small-group setting.
- Test Examiners who administer the Braille version will use the standard Form 1 *Student Test Booklet* throughout testing.
- The Test Examiner or proctor must fill in student responses on the *Student Answer Sheet* exactly as the student dictates. Under no circumstances should a student's answer be altered or edited—**to do so is a direct violation of test security.**
- Keep the transcribed *Student Answer Sheet* with the other used *Student Answer Sheets* from the student's class. The School Test Coordinator should return the Braille test books with the nonscorable shipment.

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000337

453

ADMINISTERING THE LARGE-PRINT VERSION OF THE CRCTs

The directions in this manual also apply to the administration of the Large-Print version of the CRCTs. Additional Large-Print instructions are as follows:

- Disregard references to class packs. The Large-Print test books will be individually packaged.
- The Test Examiner must complete the student identification information for each student on a *Student Answer Sheet*. The Test Examiner must also print the student's name, teacher, school, and system on the front cover of the Large-Print test book.
- Indicate on the *Student Answer Sheet* that the student was administered the Large-Print version by filling in the circle next to "Large-Print" in Section 12.
- Because extra time may be needed for administering the Large-Print version, it is recommended that students be tested individually or in a small-group setting.
- Students who use a Large-Print version should record their answers directly in the Large-Print test book by circling the letters for their selected answers, writing their responses, or using a similar marking system. The Test Examiner or proctor must then transcribe student responses onto the *Student Answer Sheet* exactly as they appear in the Large-Print test book. Under no circumstances should a student's answer be altered or edited—**to do so is a direct violation of test security.**
- Keep the transcribed *Student Answer Sheet* with the other used *Student Answer Sheets* from the student's class. The School Test Coordinator should return the Large-Print test books with the nonscorable shipment.

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Distributing the CRCT Materials and Completing the Student Identification Information

1. Write your name, the name of the school, and the name of the system on the board.

2. **Say** — **During the next few days, you will be taking tests in Reading, English/Language Arts, Mathematics, Science, and Social Studies. Some of the questions may be easy, and some may be difficult. You are expected to answer each question as well as you can. You must fill in your answers on the *Student Answer Sheet* with a No. 2 pencil. If you do not have a sharpened No. 2 pencil, please raise your hand.** [*Supply sharpened No. 2 pencils to students who need them.*]

   I am now going to give you your answer sheet. Please do not open or write on your answer sheet until I instruct you to do so.

3. Distribute the appropriate grade-level *Student Answer Sheet* to each student. Monitor students to make sure they do not open or write on their *Student Answer Sheet.*

4. **Say** — **Look at the front cover of your answer sheet. Look at Section 1. Using your No. 2 pencil, print your name, teacher name, and the school and system names in the spaces provided. The information that you need to complete this section is written on the board.** [*Circulate and check.*]

   For those students who have a pre-ID label, please put down your pencils. If you do NOT have a pre-ID label, look at Section 2, "Last Name" and "First Name." In the boxes below "Last Name," print the letters of your last name, starting in the first box on the left. Do not leave any spaces between the letters in your last name. If your last name does not fit, write as many letters as you can. [*Pause to allow students time to write their last names.*]

   In the boxes below "First Name," print the letters of your first name. This should be your full first name, not a nickname. Do not leave any spaces between the letters in your first name. If your first name does not fit, write as many letters as you can. [*Pause to allow students time to write their first names.*]

   In the box below "M," print the initial letter of your middle name, if you have a middle name. [*Pause to allow students time to write the initial letter of their middle name.*]

   Now, finish Section 2 by completely filling in the corresponding circles under the letters that you have printed. For example, if you wrote "r," you should fill in the circle containing "R." [*Circulate and check.*]

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5.	**Say**	**Look at Section 3, "Date of Birth." Fill in the circle beside the month in which you were born. Then, print the day and the last two numbers of the year in which you were born in the appropriate boxes. Fill in the corresponding circles under the day and year. Days under 10 should begin with zero. For example, if your birthday is on the fifth day of the month, you should print and fill in "zero-five."** [*Circulate and check.*] **Look at Section 4, "Gender." Fill in the circle next to "Female" if you are a female or the circle next to "Male" if you are a male.** [*Circulate and check.*] **Look at Section 5, "Racial/Ethnic Background." Fill in the circle next to the ethnic group that best describes you. You should fill in only one circle: Asian/Pacific Islander, Black/Non-Hispanic, Hispanic, American Indian/Alaskan Native, White/Non-Hispanic, or Multiracial. If you have any questions about which circle you should fill in, please raise your hand.** [*Circulate and check.*] **Look at Section 6, "GTID." Print your ten-digit GTID number starting in the first box on the left. Fill in the corresponding circles under the numbers you have printed. If you do not know your GTID number, please raise your hand.** [*Circulate and check, providing GTID numbers to students who have their hands raised.*] **Look at Section 7, "FTE Student ID." Print your nine-digit Student ID number starting in the first box on the left. Fill in the corresponding circles under the numbers you have printed. If you do not know your Student ID number, please raise your hand.** [*Circulate and check, providing Student ID numbers to students who have their hands raised.*] [*When students are ready, distribute Student Test Booklets to students.*] **For those students who have a pre-ID label, please pick up your pencils and continue to follow along. On the cover of your *Student Test Booklet*, please locate your Form number. On the *Student Answer Sheet*, print the Form number that matches the test booklet you have received in the box for Section 8, "Form." Fill in the appropriate circle under the number.** [*Circulate and check.*] **Leave Sections 9 through 16 blank. I will complete these sections for you.** [*Complete these sections after testing in all content areas has been completed. Directions for completing these sections begin on page 37 of this manual.*] **Are there any questions before we continue?**

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6. Answer all questions. Walk around the room to see if students have completed the demographic information correctly.

NOTE for Sections 6 and 7: A GTID is a Georgia Testing Identifier that is used to track and maintain a student's data within the Georgia Department of Education's data warehouse and the local Student Information System. All PK–12 students who attend a public school in Georgia must have a GTID. The GTID is the key identifier used in all state data collections.

For the FTE Student ID (Section 7), it is imperative that students use the same student ID number here that the school or system uses to report FTE-type information to the state. Locally assigned student ID numbers should **not** be used if they do not correspond with state-reported information.

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Directions for Administering the Reading CRCT

Reading—Section 1

Estimated time: 70 minutes (plus 10 minutes for the break)

Materials needed:

- *Student Test Booklets* and *Student Answer Sheets*

  NOTE: Follow the directions on pages 10–12 to complete the student demographic information on the *Student Answer Sheets* prior to the start of the Reading test.
- Sharpened No. 2 pencils with erasers

1. Make sure that all desks are cleared and that all students have their own answer sheet. Confirm that the Form number of the test booklet corresponds to the Form number that students have written down in Section 8 of their answer sheets.

2.

Say	
	Now, look at the test booklet. Print your name on the line provided on the front cover of your test booklet. Do not open your test booklet until you are instructed to do so. [*Pause.*]
	When you have finished printing your name on the front cover, set your test booklet to the side. [*Wait until all students have completed this task.*]
	I will now read some opening instructions to you.
	The Reading Criterion-Referenced Competency Test will be administered in two sections. Both sections of the test are made up of multiple-choice questions. When answering the multiple-choice questions, select the best answer and fill in the circle for the answer you have chosen. Do your best to answer each question.
	Now, break the seal on your test booklet by pulling the blue tab away from the edge of the booklet. Pull the blue tab carefully so that you do not tear the pages. Do NOT attempt to remove the clear tab that remains. [*Wait until all students have completed this task.*]
	Open your test booklet to "Reading" on page 4. [*Pause.*] **Read the General Instructions silently as I read them aloud.**
	Today you will be taking the Reading Criterion-Referenced Competency Test. The Reading test is made up of multiple-choice questions. A sample has been included. The sample will show you how to mark your answers.

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3. **Say** **There are several important things to remember.**

- **Read each passage carefully.**
- **Read each question carefully and think about the answer. You may look back to the reading passage as often as necessary.**
- **Answer all questions on your answer sheet, not in your test booklet. You may write in your test booklet, but only answers marked on your answer sheet will be scored.**
- **For each question, choose the one best answer and fill in the circle in the space provided on your answer sheet.**
- **If you do not know the answer to a question, fill in your best choice. You may return to the question later if you have time.**
- **If you finish the section of the test that you are working on early, you may review your answers in that section only. You may not review any other section or go on to the next section of the test.**

Are there any questions? [*Answer any questions the students may have.*]

Pick up your answer sheet and find Section 1 for the Reading test. This is where you will fill in your responses to the questions. [*Pause.*] **Look at the sample question on the next page of your test booklet and follow along as we review the sample question.**

The sample test question below is provided to show you what the questions in the test are like and how to mark your answer to each question. For each question, choose the one best answer and fill in the circle in the space provided on your answer sheet for the answer you have chosen. Be sure to mark all of your answers to the questions on your answer sheet.

Read the sample passage now.

4. Allow time for students to read the sample passage. Go over the sample question with students, and be sure they fill in the answer to the sample question in the appropriate place on their answer sheet. Ask students if they have any questions about the sample test item, and answer any procedural questions.

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5.

Say	**You will have 70 minutes to answer the questions in Section 1 of the Reading test. Read each question carefully and fill in your answer in the space provided on your answer sheet. Stop when you reach the stop sign after question 25 in your *Student Test Booklet*. This will match the line with the word "stop" beside it on your *Student Answer Sheet*. If you finish this section before time is called, you may go back and check your work in this section only. You may not review any other section or look ahead to Section 2. Do you have any questions about what to do or where to fill in your answers?** [*Answer any procedural questions the students may have.*] **Now, turn the page to Reading, Section 1. You may begin.**

6. Walk around the room from time to time to make sure students are filling in their answers appropriately. All students should be given at least 45 minutes to complete Section 1. If all students finish before 70 minutes have passed, go on to #7. However, if any students are still productively engaged in completing Section 1, allow them the full 70 minutes before continuing with #7.

7.

Say	**Please stop working.** **Insert your answer sheet into your test booklet and close your test booklet. You may now take a break. You may stand and stretch for 10 minutes. Your test booklet should remain closed on your desk. Please do not talk.**

8. At this time, allow students to stand and stretch for 10 minutes. Make sure their answer sheets are inserted into their test booklets and their test booklets are closed. After no more than 10 minutes, continue with #9.

9.

Say	**Please sit down again.** **Keep your test booklet closed, and wait quietly as we get ready to move on to the next section.**

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TRANSCRIPTION OF RECORDED STATEMENT
BDI INVESTIGATOR AND THOMASVILLE HEIGHTS ELEMENTARY

Dr. Stacy Brondage

Investigator	I'm Stan Williams representing Atlanta Public Schools and the Office of Internal Resolution. Today's date is Friday, May 2nd, 2008. I'm at Thomasville Heights Elementary School and preparing to take a statement from Dr. Stacy Brondage. Dr. Brondage, would you please state your name?
Dr. Brondage	It's Dr. Stacy Brondage.
Investigator	Dr. Brondage, do you understand this statement is being recorded?
Dr. Brondage	Yes sir.
Investigator	Dr. Brondage, do you affirm to answer truthfully and to be the best of your knowledge?
Dr. Brondage	Yes, I do.
Investigator	Dr. Brondage how long have you been employed by Atlanta Public Schools?
Dr. Brondage	I've been employed by Atlanta Public Schools since 2004. I came here in 2001 from the State Department of Education. So I've been here several years.
Investigator	How long have you been at Thomasville Heights Elementary School?
Dr. Brondage	Seven years.
Investigator	And, what is your position at the school?
Dr. Brondage	I'm the Instructions Specialist and the Upper Literacy Coach.
Investigator	How many CRCT Testing's have you been in involved with?
Dr. Brondage	I've been involved in testing since 2001. I usually assist the Test Coordinator.
Investigator	In what capacity have you participated in the student testing?
Dr. Brondage	As monitors who help distribute the test, help with the insiders, and to collect the test. Occasionally I have administered the test before.
Investigator	Where did you administer a test?
Dr. Brondage	I administered the test to our First Grade this year because the teacher was out due to death in the family.

Reading—Section 2

Estimated time: 70 minutes

1. **Say** — **Now you will take Section 2 of the Reading Criterion-Referenced Competency Test. You will have 70 minutes to answer the questions in Section 2. Stop when you reach the stop sign after question 50 in your *Student Test Booklet*. This will match the line with the word "stop" beside it on your *Student Answer Sheet*. If you finish this section before time is called, you may go back and check your work in this section only. You may not review any other section or look back to Section 1. When you are finished, insert your answer sheet into your test booklet, close your test booklet, and sit quietly or read a book.**

   Now, take out your answer sheet and find Section 2 for the Reading test. Open your test booklet to Reading Section 2, question 26. [*Pause while students are opening their test booklets; make sure all students are on the correct page.*]

   You may begin. [*Make sure students begin filling in their answers in the correct place on the answer sheet.*]

2. Walk around the room from time to time to make sure students are filling in their answers appropriately. All students should be given at least 45 minutes to complete Section 2. If all students finish before 70 minutes have passed, go on to #3. However, if any students are still productively engaged in completing Section 2, allow them the full 70 minutes before continuing with #3.

3. **Say** — **Please stop working. Insert your answer sheet into your test booklet and close your test booklet.**

4. Collect the test booklets and answer sheets. As you collect them, check each test booklet to make sure the student's name is printed on the cover. Make sure the test booklet Form number matches the Form number filled in under Section 8 of the *Student Answer Sheet*. Count the test booklets and answer sheets to confirm that all test materials are accounted for, and return them to the School Test Coordinator at the conclusion of each testing day.

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Directions for Administering the English/Language Arts CRCT

English/Language Arts—Section 1

Estimated time: 70 minutes (plus 10 minutes for the break)

Materials needed:

- *Student Test Booklets* and *Student Answer Sheets*
- Sharpened No. 2 pencils with erasers

1. Make sure that all desks are cleared.

2. **Say**

I am going to give you your test booklet and answer sheet. When you receive them, check to make sure I have given you the correct test booklet and answer sheet and not another student's. Do not open your test booklet or mark on your answer sheet until I tell you to. [*Distribute Student Test Booklets and Student Answer Sheets.*]

Set your test booklet to the side. [*Pause.*] **I will now read some opening instructions to you.**

The English/Language Arts Criterion-Referenced Competency Test will be administered in two sections. Both sections of the test are made up of multiple-choice questions. When answering the multiple-choice questions, select the best answer and fill in the circle for the answer you have chosen. Do your best to answer each question.

Open your test booklet to English/Language Arts. Read the General Instructions silently as I read them aloud.

Today you will be taking the English/Language Arts Criterion-Referenced Competency Test. The English/Language Arts test is made up of multiple-choice questions. A sample has been included. The sample will show you how to mark your answers.

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3. **Say**

There are several important things to remember.

- **Read each question carefully and think about the answer.**
- **Answer all questions on your answer sheet, not in your test booklet. You may write in your test booklet, but only answers marked on your answer sheet will be scored.**
- **For each question, choose the one best answer and fill in the circle in the space provided on your answer sheet.**
- **If you do not know the answer to a question, fill in your best choice. You may return to the question later if you have time.**
- **If you finish the section of the test that you are working on early, you may review your answers in that section only. You may not review any other section or go on to the next section of the test.**

Are there any questions? [*Answer any questions the students may have.*]

Pick up your answer sheet and find Section 1 for the English/Language Arts test. This is where you will fill in your responses to the questions. [*Pause.*] **Look at the sample question on the next page of your test booklet and follow along as we review the sample question.**

The sample test question below is provided to show you what the questions in the test are like and how to mark your answer to each question. For each question, choose the one best answer and fill in the circle in the space provided on your answer sheet for the answer you have chosen. Be sure to mark all of your answers to the questions on your answer sheet.

4. Have students read the sample item. Go over the sample question with students, and be sure they fill in the answer to the sample question in the appropriate place on their answer sheet. Ask students if they have any questions about the sample test item, and answer any procedural questions.

5. **Say**

You will have 70 minutes to answer the questions in Section 1 of the English/Language Arts test. Read each question carefully and fill in your answer in the space provided on your answer sheet. Stop when you reach the stop sign after question 30 in your *Student Test Booklet*. This will match the line with the word "stop" beside it on your *Student Answer Sheet*. If you finish this section before time is called, you may go back and check your work in this section only. You may not review any other section or look ahead to Section 2. Do you have any questions about what to do or where to fill in your answers? [*Answer any procedural questions the students may have.*]

Now, turn the page to English/Language Arts, Section 1. You may begin.

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6. Walk around the room from time to time to make sure students are filling in their answers appropriately. All students should be given at least 45 minutes to complete Section 1. If all students finish before 70 minutes have passed, go on to #7. However, if any students are still productively engaged in completing Section 1, allow them the full 70 minutes before continuing with #7.

7.

Say	**Please stop working.** **Insert your answer sheet into your test booklet and close your test booklet. You may now take a break. You may stand and stretch for 10 minutes. Your test booklet should remain closed on your desk. Please do not talk.**

8. At this time, allow students to stand and stretch for 10 minutes. Make sure their answer sheets are inserted into their test booklets and their test booklets are closed. After no more than 10 minutes, continue with #9.

9.

Say	**Please sit down again.** **Keep your test booklet closed, and wait quietly as we get ready to move on to the next section.**

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000348

English/Language Arts—Section 2

Estimated time: 70 minutes

1. **Say** **Now you will take Section 2 of the English/Language Arts Criterion-Referenced Competency Test. You will have 70 minutes to answer the questions in Section 2. Stop when you reach the stop sign after question 60 in your *Student Test Booklet*. This will match the line with the word "stop" beside it on your *Student Answer Sheet*. If you finish this section before time is called, you may go back and check your work in this section only. You may not review any other section or look back to Section 1. When you are finished, insert your answer sheet into your test booklet, close your test booklet, and sit quietly or read a book.**

   Now, take out your answer sheet and find Section 2 for the English/Language Arts test. Open your test booklet to English/Language Arts Section 2, question 31. [*Pause while students are opening their test booklets; make sure all students are on the correct page.*]

   You may begin. [*Make sure students begin filling in their answers in the correct place on the answer sheet.*]

2. Walk around the room from time to time to make sure students are filling in their answers appropriately. All students should be given at least 45 minutes to complete Section 2. If all students finish before 70 minutes have passed, go on to #3. However, if any students are still productively engaged in completing Section 2, allow them the full 70 minutes before continuing with #3.

3. **Say** **Please stop working.**

   Insert your answer sheet into your test booklet and close your test booklet.

4. Collect the test booklets and answer sheets. As you collect them, check each test booklet to make sure the student's name is printed on the cover. Make sure the test booklet Form number matches the Form number filled in under Section 8 of the *Student Answer Sheet*. Count the test booklets and answer sheets to confirm that all test materials are accounted for, and return them to the School Test Coordinator at the conclusion of each testing day.

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000349

Directions for Administering the Mathematics CRCT

Mathematics—Section 1

Estimated time: 70 minutes (plus 10 minutes for the break)

Materials needed:

- *Student Test Booklets* and *Student Answer Sheets*
- Sharpened No. 2 pencils with erasers
- Two sheets of blank scratch paper per student

NOTE: Calculators are **not** allowed during any portion of this test.

1. Make sure that all desks are cleared.

2. **Say** **I am going to give you your test booklet and answer sheet. When you receive them, check to make sure I have given you the correct test booklet and answer sheet and not another student's. Do not open your test booklet or mark on your answer sheet until I tell you to.** [*Distribute Student Test Booklets and Student Answer Sheets.*]

   I am providing you with two clean sheets of scratch paper to use during the Mathematics Criterion-Referenced Competency Test. You can use the scratch paper to help you solve the math problems, but be sure to record all your answers on your answer sheet. [*Distribute two sheets of blank scratch paper to each student.*]

   If you need more scratch paper during the test administration, please raise your hand. Now, write your name in the upper right-hand corner of each sheet of scratch paper. I will collect the scratch paper at the end of testing, whether you use it or not. [*Allow students time to write their names on the scratch paper.*]

   Set your test booklet to the side. [*Pause.*] **I will now read some opening instructions to you.**

   The Mathematics Criterion-Referenced Competency Test will be administered in two sections. Both sections of the test are made up of multiple-choice questions. When answering the multiple-choice questions, select the best answer and fill in the circle for the answer you have chosen. Do your best to answer each question.

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3. **Say** — **Open your test booklet to Mathematics. Read the General Instructions silently as I read them aloud.**

Today you will be taking the Mathematics Criterion-Referenced Competency Test. The Mathematics test is made up of multiple-choice questions. A sample has been included. The sample will show you how to mark your answers.

There are several important things to remember.

- **Read each question carefully and think about the answer.**
- **Answer all questions on your answer sheet, not in your test booklet. You may write in your test booklet, but only answers marked on your answer sheet will be scored.**
- **For each question, choose the one best answer and fill in the circle in the space provided on your answer sheet.**
- **If you do not know the answer to a question, fill in your best choice. You may return to the question later if you have time.**
- **If you finish the section of the test that you are working on early, you may review your answers in that section only. You may not review any other section or go on to the next section of the test.**

Are there any questions? [*Answer any questions the students may have.*]

Pick up your answer sheet and find Section 1 for the Mathematics test. This is where you will fill in your responses to the questions. [*Pause.*] **Look at the sample question on the next page of your test booklet and follow along as we review the sample question.**

The sample test question below is provided to show you what the questions in the test are like and how to mark your answer to each question. For each question, choose the one best answer and fill in the circle in the space provided on your answer sheet for the answer you have chosen. Be sure to mark all of your answers to the questions on your answer sheet.

4. Have students read the sample item. Go over the sample question with students, and be sure they fill in the answer to the sample question in the appropriate place on their answer sheet. Ask students if they have any questions about the sample test item, and answer any procedural questions. If you are administering the grade 3, 4, or 5 CRCT, skip ahead to #6. If you are administering the grade 6, 7, or 8 CRCT, continue with #5.

5. **Say** — **Look at the bottom of the page, under the heading "Formulas." Below are formulas you may find useful as you work through the problems. However, some of the formulas may not be used. You may refer to this page as you take the test.**

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6.

Say	**You will have 70 minutes to answer the questions in Section 1 of the Mathematics test. Read each question carefully and fill in your answer in the space provided on your answer sheet. Stop when you reach the stop sign after question 35 in your *Student Test Booklet*. This will match the line with the word "stop" beside it on your *Student Answer Sheet*. If you finish this section before time is called, you may go back and check your work in this section only. You may not review any other section or look ahead to Section 2. Do you have any questions about what to do or where to fill in your answers?** [*Answer any procedural questions the students may have.*] **Now, turn the page to Mathematics, Section 1. You may begin.**

7. Walk around the room from time to time to make sure students are filling in their answers appropriately. All students should be given at least 45 minutes to complete Section 1. If all students finish before 70 minutes have passed, go on to #8. However, if any students are still productively engaged in completing Section 1, allow them the full 70 minutes before continuing with #8.

8.

Say	**Please stop working.** **Insert your answer sheet and scratch paper into your test booklet and close your test booklet. You may now take a break. You may stand and stretch for 10 minutes. Your test booklet should remain closed on your desk. Please do not talk.**

9. At this time, allow students to stand and stretch for 10 minutes. Make sure their answer sheets and scratch paper are inserted into their test booklets and their test booklets are closed. After no more than 10 minutes, go on to #10.

10.

Say	**Please sit down again.** **Keep your test booklet closed, and wait quietly as we get ready to move on to the next section.**

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Mathematics—Section 2

Estimated time: 70 minutes

1. **Say** **Now you will take Section 2 of the Mathematics Criterion-Referenced Competency Test. You will have 70 minutes to answer the questions in Section 2. Stop when you reach the stop sign after question 70 in your *Student Test Booklet*. This will match the line with the word "stop" beside it on your *Student Answer Sheet*. If you finish this section before time is called, you may go back and check your work in this section only. You may not review any other section or look back to Section 1. When you are finished, insert your answer sheet and scratch paper into your test booklet, close your test booklet, and sit quietly or read a book.**

   Now, take out your answer sheet and find Section 2 for the Mathematics test. Open your test booklet to Mathematics Section 2, question 36. [*Pause while students are opening their test booklets; make sure all students are on the correct page.*]

2. If you are administering the grade 3, 4, or 5 CRCT, skip ahead to #4. If you are administering the grade 6, 7, or 8 CRCT, continue with #3.

3. **Say** **When you find Section 2 in your test booklet, turn back one page and look under the heading "Formulas." Below are formulas you may find useful as you work through the problems. However, some of the formulas may not be used. You may refer to this page as you take the test.**

4. **Say** **You may begin.** [*Make sure students begin filling in their answers in the correct place on the answer sheet.*]

5. Walk around the room from time to time to make sure students are filling in their answers appropriately. All students should be given at least 45 minutes to complete Section 2. If all students finish before 70 minutes have passed, go on to #6. However, if any students are still productively engaged in completing Section 2, allow them the full 70 minutes before continuing with #6.

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6.

Say	**Please stop working.** **Insert your answer sheet and scratch paper into your test booklet and close your test booklet.**

7. Collect the test booklets and answer sheets and the two sheets (minimum) of scratch paper. As you collect them, check each test booklet to make sure the student's name is printed on the cover. Make sure the test booklet Form number matches the Form number filled in under Section 8 of the *Student Answer Sheet.* Count the test booklets and answer sheets to confirm that all test materials are accounted for, and return them to the School Test Coordinator at the conclusion of each testing day.

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Investigator	Prior to the 2008 CRCRT Testing at Thomasville Heights, what was your responsibility?
Dr. Brondage	Well I administered a test for a First Grade class but before I did that, in the morning I would assist the Special Reading materials out of state in order to make sure the tests never left alone prior to the distribution; and I did help collect them.
Investigator	Are you familiar with the state rules for administering CRCT Testing?
Dr. Brondage	Yes sir.
Investigator	Did the Principal at Thomasville Heights meet with you prior to this year's testing to discuss the upcoming test?
Dr. Brondage	Yes sir.
Investigator	When did that meeting occur?
Dr. Brondage	It occurred a few days before the testing- I can't give you the exact date- but we had an In-service prior to testing.
Investigator	Who conducted the In-service?
Dr. Brondage	Tracy Fischer.
Investigator	And was that a different meeting from the meeting with the Principal?
Dr. Brondage	A separate meeting? Yes.
Investigator	The meeting with the Principal, when did it occur?
Dr. Brondage	We have Administrative break-through so that would have occurred on a Monday morning probably.
Investigator	In the meeting in which the CRCT Testing was discussed, specifically what was said, as best you can recall?
Dr. Brondage	Just to make sure we were monitoring the students that everyone actively monitors, just to ensure that if the students got off track that they get them back on track. Just to encourage the students to do their best, and pretty much just motivational; as one prepared for the kids and was ready to go.
Investigator	Have there been any discussions at the school about the need to make the Superintendent's target?
Dr. Brondage	Yes sir. We talked about the targets; at the time so we know exactly what we have to do in order to meet the targets.

Directions for Administering the Science CRCT

Science—Section 1

Estimated time: 70 minutes (plus 10 minutes for the break)

Materials needed:

- *Student Test Booklets* and *Student Answer Sheets*
- Sharpened No. 2 pencils with erasers

1. Make sure that all desks are cleared.

2. **Say** — **I am going to give you your test booklet and answer sheet. When you receive them, check to make sure I have given you the correct test booklet and answer sheet and not another student's. Do not open your test booklet or mark on your answer sheet until I tell you to.** [*Distribute Student Test Booklets and Student Answer Sheets.*]

   Set your test booklet to the side. [*Pause.*] **I will now read some opening instructions to you.**

   The Science Criterion-Referenced Competency Test will be administered in two sections. Both sections of the test are made up of multiple-choice questions. When answering the multiple-choice questions, select the best answer and fill in the circle for the answer you have chosen. Do your best to answer each question.

   Open your test booklet to Science. Read the General Instructions silently as I read them aloud.

   Today you will be taking the Science Criterion-Referenced Competency Test. The Science test is made up of multiple-choice questions. A sample has been included. The sample will show you how to mark your answers.

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3.

Say	
	There are several important things to remember. • **Read each question carefully and think about the answer.** • **Answer all questions on your answer sheet, not in your test booklet. You may write in your test booklet, but only answers marked on your answer sheet will be scored.** • **For each question, choose the one best answer and fill in the circle in the space provided on your answer sheet.** • **If you do not know the answer to a question, fill in your best choice. You may return to the question later if you have time.** • **If you finish the section of the test that you are working on early, you may review your answers in that section only. You may not review any other section or go on to the next section of the test.** **Are there any questions?** [*Answer any questions the students may have.*] **Pick up your answer sheet and find Section 1 for the Science test. This is where you will fill in your responses to the questions.** [*Pause.*] **Look at the sample question on the next page of your test booklet and follow along as we review the sample question.** **The sample test question below is provided to show you what the questions in the test are like and how to mark your answer to each question. For each question, choose the one best answer and fill in the circle in the space provided on your answer sheet for the answer you have chosen. Be sure to mark all of your answers to the questions on your answer sheet.**

4. Have students read the sample item. Go over the sample question with students, and be sure they fill in the answer to the sample question in the appropriate place on their answer sheet. Ask students if they have any questions about the sample test item, and answer any procedural questions.

5.

Say	
	You will have 70 minutes to answer the questions in Section 1 of the Science test. Read each question carefully and fill in your answer in the space provided on your answer sheet. Stop when you reach the stop sign after question 35 in your *Student Test Booklet*. This will match the line with the word "stop" beside it on your *Student Answer Sheet*. If you finish this section before time is called, you may go back and check your work in this section only. You may not review any other section or look ahead to Section 2. Do you have any questions about what to do or where to fill in your answers? [*Answer any procedural questions the students may have.*] **Now, turn the page to Science, Section 1. You may begin.**

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APS-OIR 02611

6. Walk around the room from time to time to make sure students are filling in their answers appropriately. All students should be given at least 45 minutes to complete Section 1. If all students finish before 70 minutes have passed, go on to #7. However, if any students are still productively engaged in completing Section 1, allow them the full 70 minutes before continuing with #7.

7.

Say	**Please stop working.** **Insert your answer sheet into your test booklet and close your test booklet. You may now take a break. You may stand and stretch for 10 minutes. Your test booklet should remain closed on your desk. Please do not talk.**

8. At this time, allow students to stand and stretch for 10 minutes. Make sure their answer sheets are inserted into their test booklets and their test booklets are closed. After no more than 10 minutes, continue with #9.

9.

Say	**Please sit down again.** **Keep your test booklet closed, and wait quietly as we get ready to move on to the next section.**

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Science—Section 2

Estimated time: 70 minutes

1. **Say** — **Now you will take Section 2 of the Science Criterion-Referenced Competency Test. You will have 70 minutes to answer the questions in Section 2. Stop when you reach the stop sign after question 70 in your *Student Test Booklet*. This will match the line with the word "stop" beside it on your *Student Answer Sheet*. If you finish this section before time is called, you may go back and check your work in this section only. You may not review any other section or look back to Section 1. When you are finished, insert your answer sheet into your test booklet, close your test booklet, and sit quietly or read a book.**

   Now, take out your answer sheet and find Section 2 for the Science test. Open your test booklet to Science Section 2, question 36. [*Pause while students are opening their test booklets; make sure all students are on the correct page.*]

   You may begin. [*Make sure students begin filling in their answers in the correct place on the answer sheet.*]

2. Walk around the room from time to time to make sure students are filling in their answers appropriately. All students should be given at least 45 minutes to complete Section 2. If all students finish before 70 minutes have passed, go on to #3. However, if any students are still productively engaged in completing Section 2, allow them the full 70 minutes before continuing with #3.

3. **Say** — **Please stop working.**

   Insert your answer sheet into your test booklet and close your test booklet.

4. Collect the test booklets and answer sheets. As you collect them, check each test booklet to make sure the student's name is printed on the cover. Make sure the test booklet Form number matches the Form number filled in under Section 8 of the *Student Answer Sheet*. Count the test booklets and answer sheets to confirm that all test materials are accounted for, and return them to the School Test Coordinator at the conclusion of each testing day.

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000358

476

Directions for Administering the Social Studies CRCT

Social Studies—Section 1

Estimated time: 70 minutes (plus 10 minutes for the break)

Materials needed:

- *Student Test Booklets* and *Student Answer Sheets*
- Sharpened No. 2 pencils with erasers

1. Make sure that all desks are cleared.

2. **Say** **I am going to give you your test booklet and answer sheet. When you receive them, check to make sure I have given you the correct test booklet and answer sheet and not another student's. Do not open your test booklet or mark on your answer sheet until I tell you to.** [*Distribute Student Test Booklets and Student Answer Sheets.*]

   Set your test booklet to the side. [*Pause.*] **I will now read some opening instructions to you.**

   The Social Studies Criterion-Referenced Competency Test will be administered in two sections. Both sections of the test are made up of multiple-choice questions. When answering the multiple-choice questions, select the best answer and fill in the circle for the answer you have chosen. Do your best to answer each question.

   Open your test booklet to Social Studies. Read the General Instructions silently as I read them aloud.

   Today you will be taking the Social Studies Criterion-Referenced Competency Test. The Social Studies test is made up of multiple-choice questions. A sample has been included. The sample will show you how to mark your answers.

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3.

Say	
	There are several important things to remember. • **Read each question carefully and think about the answer.** • **Answer all questions on your answer sheet, not in your test booklet. You may write in your test booklet, but only answers marked on your answer sheet will be scored.** • **For each question, choose the one best answer and fill in the circle in the space provided on your answer sheet.** • **If you do not know the answer to a question, fill in your best choice. You may return to the question later if you have time.** • **If you finish the section of the test that you are working on early, you may review your answers in that section only. You may not review any other section or go on to the next section of the test.** **Are there any questions?** [*Answer any questions the students may have.*] **Pick up your answer sheet and find Section 1 for the Social Studies test. This is where you will fill in your responses to the questions.** [*Pause.*] **Look at the sample question on the next page of your test booklet and follow along as we review the sample question.** **The sample test question below is provided to show you what the questions in the test are like and how to mark your answer to each question. For each question, choose the one best answer and fill in the circle in the space provided on your answer sheet for the answer you have chosen. Be sure to mark all of your answers to the questions on your answer sheet.**

4. Have students read the sample item. Go over the sample question with students, and be sure they fill in the answer to the sample question in the appropriate place on their answer sheet. Ask students if they have any questions about the sample test item, and answer any procedural questions.

5.

Say	
	You will have 70 minutes to answer the questions in Section 1 of the Social Studies test. Read each question carefully and fill in your answer in the space provided on your answer sheet. Stop when you reach the stop sign after question 35 in your *Student Test Booklet*. This will match the line with the word "stop" beside it on your *Student Answer Sheet*. If you finish this section before time is called, you may go back and check your work in this section only. You may not review any other section or look ahead to Section 2. Do you have any questions about what to do or where to fill in your answers? [*Answer any procedural questions the students may have.*] **Now, turn the page to Social Studies, Section 1. You may begin.**

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6. Walk around the room from time to time to make sure students are filling in their answers appropriately. All students should be given at least 45 minutes to complete Section 1. If all students finish before 70 minutes have passed, go on to #7. However, if any students are still productively engaged in completing Section 1, allow them the full 70 minutes before continuing with #7.

7.

Say	**Please stop working.** **Insert your answer sheet into your test booklet and close your test booklet. You may now take a break. You may stand and stretch for 10 minutes. Your test booklet should remain closed on your desk. Please do not talk.**

8. At this time, allow students to stand and stretch for 10 minutes. Make sure their answer sheets are inserted into their test booklets and their test booklets are closed. After no more than 10 minutes, continue with #9.

9.

Say	**Please sit down again.** **Keep your test booklet closed, and wait quietly as we get ready to move on to the next section.**

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Social Studies—Section 2

Estimated time: 70 minutes

1. **Say** — **Now you will take Section 2 of the Social Studies Criterion-Referenced Competency Test. You will have 70 minutes to answer the questions in Section 2. Stop when you reach the stop sign after question 70 in your *Student Test Booklet*. This will match the line with the word "stop" beside it on your *Student Answer Sheet*. If you finish this section before time is called, you may go back and check your work in this section only. You may not review any other section or look back to Section 1. When you are finished, insert your answer sheet into your test booklet, close your test booklet, and sit quietly or read a book.**

   Now, take out your answer sheet and find Section 2 for the Social Studies test. Open your test booklet to Social Studies Section 2, question 36. [*Pause while students are opening their test booklets; make sure all students are on the correct page.*]

   You may begin. [*Make sure students begin filling in their answers in the correct place on the answer sheet.*]

2. Walk around the room from time to time to make sure students are filling in their answers appropriately. All students should be given at least 45 minutes to complete Section 2. If all students finish before 70 minutes have passed, go on to #3. However, if any students are still productively engaged in completing Section 2, allow them the full 70 minutes before continuing with #3.

3. **Say** — **Please stop working.**

   Insert your answer sheet into your test booklet and close your test booklet.

4. Collect the test booklets and answer sheets. As you collect them, check each test booklet to make sure the student's name is printed on the cover. Make sure the test booklet Form number matches the Form number filled in under Section 8 of the *Student Answer Sheet*. Count the test booklets and answer sheets to confirm that all test materials are accounted for, and return them to the School Test Coordinator at the conclusion of each testing day.

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000362

Post-Testing Activities

This section describes what a Test Examiner should do after testing in all content areas is complete. Read this information carefully and follow all directions. If you have questions, contact your School Test Coordinator.

Encoding Student Information

Federal and state regulations require accurate coding of student demographic information. Follow these steps to verify the coding of this information:

1. For *Student Answer Sheets* **without** a pre-ID label, verify that Sections 1 through 8 have been completed with the correct information and the appropriate circles have been filled in for each section.

   Test Examiners must ensure that each student's *Student Answer Sheet* is correctly identified with both his or her nine-digit state FTE Student ID number and his or her ten-digit GTID number. No other student identification numbers may be used.

2. For *Student Answer Sheets* **with** a pre-ID label, verify that Sections 1 and 8 have been completed with the correct information.

3. Use the following directions to complete the "For Teacher Use Only" section on the inside front cover of the *Student Answer Sheets*. Fill in the appropriate circles in Sections 9 through 14 as applicable for each student.

After you have completed the "For Teacher Use Only" section for applicable students, you will need to check each *Student Answer Sheet* to make sure it is free of any stray marks. ONLY answers filled in properly (with a No. 2 pencil) will be scored and reported. Return the *Student Answer Sheets* to the School Test Coordinator. Make sure materials are stacked in the order prescribed in this manual (see page 45).

Completing Sections 9–14: "For Teacher Use Only"

It is imperative that information be filled in correctly for each student taking the CRCTs. Federal and state regulations require complete and accurate coding of student information for reporting purposes. Sections 9 through 14 should be left blank if they are not applicable to the student.

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Section 9: SRC

The information provided below will help you assign the correct State-Required Codes (SRCs) for students who receive special education services:

- If the student receives special education services, fill in the appropriate circle(s) next to the student's classification(s). Please refer to the student's Individualized Education Plan (IEP) for the appropriate classification(s).

  NOTE: For the student's primary classification, only one response circle should be filled in for SRCs 1–12 or 14–15. Additional response circles for SRCs 13–14 and 16–19 may be filled in as applicable. SRCs are listed in the following table.

SRCs	
01 Visual Impairments	11 Emotional and Behavioral Disorders
02 Deaf/Hard of Hearing	12 Other Health Impairments
03 Deaf/Blind	13 English Language Learner (ELL)
04 Specific Learning Disabilities	14 Section 504
05 Mild Intellectual Disabilities	15 Significant Development Delay (K–5 only)
06 Traumatic Brain Injury	16 Title I Reading
07 Moderate/Severe/Profound Intellectual Disabilities	17 Title I Math
08 Autism	18 Migrant Certified
09 Orthopedic Impairments	19 English Language Learner—Monitored
10 Speech-Language Impairments	

- If a Georgia Migrant Education Agency has identified the student as Migrant Certified, fill in the appropriate circle (18). The four regional Georgia Migrant Education Agencies have provided each system with a listing of students who are Migrant Certified. Only certified students should be coded.
- If the student is classified under Section 504, fill in the appropriate circle (14). A student is eligible to be coded as Section 504 if he or she has a current Individual Accommodation Plan (IAP) on file.
- If the student is identified as an English Language Learner (ELL) according to Board of Education Rule 160-4-5-.02, fill in the appropriate circle (13). A student is eligible to be coded as ELL if the student's native language is not English and he or she is eligible for English to Speakers of Other Languages (ESOL) services in accordance with Rule 160-4-5-.02, regardless of whether or not the student receives ESOL services. Students who are not eligible for ESOL services (as specified in Rule 160-4-5-.02) may not be coded as ELL. Fill in circle 19 for those students who have exited the ESOL program but who are still being monitored.

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000364

482

Investigator	What's the setting of the meeting? Is it a faculty meeting? An individual meeting? What is the general setting?
Dr. Brondage	Generally faculty meetings, however, our coaches- the Literacy Coaches and CRCT Math Coaches- we meet at state levels as well and just talk about ways to help our students be successful.
Investigator	Did you feel pressured by the discussions or discussions to meet the Superintendent's target?
Dr. Brondage	Absolutely not. No sir.
Investigator	Were there ever any threats made, directly or indirectly, to parties who were meeting the Superintendent's targets?
Dr. Brondage	No.
Investigator	Were PDP's ever referenced as a disciplinary action that would be pursued if Superintendent's targets were not met?
Dr. Brondage	No sir.
Investigator	Did the Principal or anyone suggest to you that hints or answers be provided to students during the testing?
Dr. Brondage	No sir.
Investigator	Were there any irregularities or issues with the CRCT Testing to your knowledge?
Dr. Brondage	Yes, there was one. A test answer sheet was misplaced. While I don't suspect that it was missing, it was accounted for on Friday, but on Monday, this answer document could not be located.
Investigator	Now, what class was the test from?
Dr. Brondage	From Ms. Gisele. Brown's Fourth grade class.
Investigator	What was your involvement in that process?
Dr. Brondage	I assisted with the checking procedure with that class and I know that she turned in the correct number of answer sheets and test booklets on Friday.
Investigator	You say you were involved in the checking process?
Dr. Brondage	Yes, I counted the tests, her tests.

Accommodations (requires at least one SRC)

If the student was given a test administration accommodation based on his or her Individualized Education Plan (IEP), Individual Accommodation Plan (IAP), or English Language Learner/Testing Participation Committee (ELL/TPC) Plan, fill in the appropriate circle in the Accommodations section. A current IEP, IAP, or ELL/TPC Plan must be on file for each student who receives an accommodation. Only state-approved accommodations may be used, following the guidance issued by GaDOE. If an accommodation is included in a student's plan that is not on the approved list, it must be reported as an irregularity. Students who are served by Student Support Teams (SST) but do not qualify for services under IDEA or Section 504 status may not be granted accommodations. **Failure to provide appropriate accommodations or providing accommodations to students who are not eligible is a direct violation of state regulations and must be reported.**

Accommodation Type

If the student was given a test administration accommodation based on his or her IEP, IAP, or ELL/TPC, fill in the appropriate circle(s) under Accommodation Type to identify it as a Setting, Presentation, Response, or Scheduling accommodation.

Conditional Administration

Conditional administrations result from the use of conditional accommodations. Conditional accommodations are more expansive than standard accommodations, and are intended to provide access to students with more severe disabilities or very limited English proficiency who would not be able to access the tests without such assistance. Only students meeting strict criteria (outlined in the *2008–2009 Student Assessment Handbook*) are eligible for conditional accommodations. Any use of conditional accommodations **must** be coded. Per State Board rule, only a small number of students should participate in conditional administrations. **ELL-M students are NOT eligible for conditional accommodations.**

Definitions of Setting, Presentation, Response, and Scheduling accommodations (both standard and conditional) are provided in the following table.

Accommodations		
	Students with Disabilities: IEP and Section 504 IAP	English Language Learners: ELL/TPC Plan
Setting Accommodations		
Special education/ESOL classroom	Standard	Standard
Special or adapted lighting	Standard	
Small group	Standard	Standard
Preferential seating	Standard	Standard
Sound field adaptations	Standard	
Adaptive furniture (e.g., slant board)	Standard	

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000365

ACCOMMODATIONS		
	STUDENTS WITH DISABILITIES: IEP AND SECTION 504 IAP	ENGLISH LANGUAGE LEARNERS: ELL/TPC PLAN
Individual or study carrel	Standard	Standard
Individual administration	Standard	Standard
Test administered by certified educator familiar to student	Standard	
Presentation Accommodations		
Large-Print	Standard	
Sign the directions	Standard	
Sign test questions	Standard	
Sign reading passages	Conditional (restricted to eligible students in grades 3–8 only)	
Explain or paraphrase the directions for clarity (in English only)	Standard	Standard
Braille	Standard	
Color overlays, templates, or place markers	Standard	Standard
Use of highlighter by student		
Oral reading of test questions in English only by reader or assistive technology	Standard	Standard
Oral reading of reading passages in English only by reader or assistive technology	Conditional (restricted to eligible students in grades 3–8 only)	Conditional (restricted to eligible students in grades 3–8 only)
Low vision aids (e.g., CCTV, magnifying equipment)	Standard	
Repetition of directions (in English only)	Standard	Standard
Materials presented with contrast and tactile cues	Standard	
Photograph used		
Substitute manipulative		
Use directions that have been marked by teacher		
Audio amplification devices or noise buffer/listening devices	Standard	
Response Accommodations		
Technology applications, such as Brailler, word processor, or other communications device with all grammar and spell-check devices disabled	Standard	
Student marks answers in test booklet	Standard	Standard
Student points to answers	Standard	Standard
Verbal response in English only	Standard	Standard
Braille writer	Standard	
Basic function calculator or adapted basic calculator	Conditional (restricted to eligible students only)	

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000366

ACCOMMODATIONS		
	STUDENTS WITH DISABILITIES: IEP AND SECTION 504 IAP	ENGLISH LANGUAGE LEARNERS: ELL/TPC PLAN
Scribe	Standard	
Adapted writing tools (e.g., pencil grips, large-diameter pencil)	Standard	
Word-to-word dictionary		Standard
Scheduling Accommodations		
Frequent monitored breaks	Standard	Standard
Optimal time of day for testing	Standard	
Extended time	Standard	Standard
Flexibility in the order of administration for content areas	Standard	
Extending sessions over multiple days		

Section 10: First Year ELL Deferred

ELL students enrolled for the first time in a school in the United States may receive a one-time deferment from assessments in content areas other than mathematics and science. If the student was deferred from any CRCT content areas, fill in the appropriate response circles in this section.

Section 11: PTNA

If the student was present for the test administration but did not attempt any items **in one or more content areas**, this must be coded in the appropriate response circle under "PTNA."

Section 12: Braille/Large-Print

If the student was tested with a Braille or Large-Print version of the CRCTs, this must be coded in the appropriate response circle under "Braille/Large-Print."

Section 13: EIP Served

If the student has received services from the state's Early Intervention Program (EIP) at any time during the current school year, fill in the "Yes" circle under "EIP Served" (relevant to grades 1–5 only).

Section 14: Local Optional Coding

Systems may choose to use this section to code special program students to gauge their performance on the CRCTs. System Test Coordinators will designate a code to be filled in for this section; fill in the code number starting with the first box on the left. **Note that systems will not receive any special reports based on this coding.** The coding will generate information on each system's data file for the system to extract and disaggregate based on their requirements.

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000367

486

Completing Sections 15 and 16: "State-Directed Use Only"

Sections 15 and 16 should generally be filled in by the School Test Coordinator only. Directions for filling in these sections are as follows.

Section 15: SDUA: Georgia Network for Educational and Therapeutic Support (GNETS) Only

The following table is to be used by GNETS programs to report their assigned facilities code. The two-digit code should be filled in under Section 15 for all students who are served at a GNETS facility. This information is being collected in order to provide reports to each center.

GNETS Program Name	State-Directed Code
Alpine Program	01
Burwell Program	02
Cedarwood Program	03
Coastal Academy	04
Coastal Georgia Comprehensive Academy	05
Mainstay	06
Dekalb-Rockdale Program	07
Elam Alexander Academy	08
Flint Area Learning Program	09
Harrell Learning Center	10
H.A.V.E.N. Academy	11
Heartland Academy	12
Horizon Academy	13
Northstar Educational and Therapeutic Services	14
North Metro Program	15
Northwest Georgia Educational Program	16
Oak Tree Program	17
GNETS of Oconee	18
Pathways Educational Program	19
River Quest Program	20
Rutland Academy	21
Sand Hills Program	22
South Metro Program	23
Woodall Program	24

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000368

487

THE STATE OF GEORGIA

EXECUTIVE ORDER

BY THE GOVERNOR:

WHEREAS: An audit conducted by the Office of Student Achievement found indications of possible test tampering in public school systems across the State, including Atlanta Public Schools ("APS") and Dougherty County Public Schools; and

WHEREAS: The State Board of Education directed all relevant school systems to investigate whether and where actual test tampering occurred and report back to the State Board of Education; and

WHEREAS: The investigations conducted by APS and Dougherty County Public Schools were insufficient in scope and in depth; and

WHEREAS: The laws and Constitution of this State vest in me the chief executive powers and the duty to take care that the laws are faithfully executed, and confer upon me broad investigatory powers; and

WHEREAS: The Office of Student Achievement has requested that I direct an independent investigation into this matter.

NOW, THEREFORE, PURSUANT TO THE AUTHORITY VESTED IN ME AS GOVERNOR OF THE STATE OF GEORGIA, IT IS HEREBY

ORDERED: That Michael J. Bowers and Robert E. Wilson are hereby appointed as special investigators into possible test tampering and any related issues in Atlanta Public Schools and Dougherty County Public Schools, in which capacity they shall have all investigatory powers granted to me or the Office of Student Achievement by Georgia law, including but not limited to those powers laid out in O.C.G.A. §§ 20-14-26, 45-15-17, and 45-15-19.

IT IS FURTHER

ORDERED: That Special Investigators Bowers and Wilson shall be assisted by Richard L. Hyde and others as designated by Bowers and Wilson or by future Executive Order.

IT IS FURTHER

ORDERED: That Special Investigators Bowers and Wilson shall be compensated out of available funds in a manner consistent with the executed engagement letters attached hereto as Exhibits A and B, respectively.

This 26th day of August, 2010.

Sonny Perdue

GOVERNOR

STATE OF GEORGIA

OFFICE OF THE GOVERNOR

ATLANTA 30334-0900

Nathan Deal
GOVERNOR

January 18, 2011

Mr. Michael J. Bowers
Balch & Bingham LLP
Suite 700
30 Ivan Allen Jr. Blvd., NW
Atlanta, Georgia 30308

Mr. Robert E. Wilson
Wilson, Morton & Downs, LLC
Two Decatur TownCenter
125 Clairemont Avenue, Suite 420
Decatur, Georgia 30030

RE: Investigation of 2009 CRCT Results in Atlanta and Dougherty County Public Schools

Dear Messrs. Bowers and Wilson:

This confirms the continuation of the above investigations under your direction with the GBI's assistance. Before you refer any information on the investigation to any prosecutorial authority, I expect you to brief me thereon.

Sincerely,

Nathan Deal

System Name	School Name	% of Classes Flagged_WTR
STATE AVERAGE	STATE AVERAGE	4.0%
APPLING COUNTY	BAXLEY WILDER	0.0%
APPLING COUNTY	FOURTH DISTRI	0.0%
APPLING COUNTY	ALTAMAHA ELEM	0.0%
APPLING COUNTY	APPLING CO PR	0.0%
APPLING COUNTY	APPLING CO EL	0.0%
APPLING COUNTY	APPLING CO MI	15.4%
ATKINSON COUNTY	ATKINSON HIGH	0.0%
ATKINSON COUNTY	WILLACOOCHEE	0.0%
ATKINSON COUNTY	PEARSON ELEME	1.0%
ATLANTA AREA SCHOOL	ATLANTA AREA	0.0%
ATLANTA PUBLIC SCHOOLS	HILLSIDE CONA	0.0%
ATLANTA PUBLIC SCHOOLS	APSCEP PARTNE	0.0%
ATLANTA PUBLIC SCHOOLS	NEIGHBORHOOD	0.0%
ATLANTA PUBLIC SCHOOLS	CENTENNIAL PL	0.0%
ATLANTA PUBLIC SCHOOLS	RIVERS ELEMEN	0.0%
ATLANTA PUBLIC SCHOOLS	LIN ELEMENTAR	0.0%
ATLANTA PUBLIC SCHOOLS	SUTTON MIDDLE	0.9%
ATLANTA PUBLIC SCHOOLS	BRANDON ELEME	1.0%
ATLANTA PUBLIC SCHOOLS	SMITH ELEMENT	1.0%
ATLANTA PUBLIC SCHOOLS	PRICE MIDDLE	2.2%
ATLANTA PUBLIC SCHOOLS	HOPE ELEMENTA	2.8%
ATLANTA PUBLIC SCHOOLS	ATLANTA CHART	3.0%
ATLANTA PUBLIC SCHOOLS	MORNINGSIDE E	3.2%
ATLANTA PUBLIC SCHOOLS	CORETTA SCOTT	3.7%
ATLANTA PUBLIC SCHOOLS	JACKSON ELEME	3.7%
ATLANTA PUBLIC SCHOOLS	KIPP WEST ATL	3.9%
ATLANTA PUBLIC SCHOOLS	THE BEST ACAD	3.9%
ATLANTA PUBLIC SCHOOLS	INMAN MIDDLE	4.5%
ATLANTA PUBLIC SCHOOLS	CHARLES R DRE	5.1%
ATLANTA PUBLIC SCHOOLS	KING MIDDLE S	6.1%
ATLANTA PUBLIC SCHOOLS	BURGESS PETER	7.1%
ATLANTA PUBLIC SCHOOLS	BUNCHE MIDDLE	7.5%
ATLANTA PUBLIC SCHOOLS	CONTINENTAL C	9.1%
ATLANTA PUBLIC SCHOOLS	BROWN MIDDLE	9.3%
ATLANTA PUBLIC SCHOOLS	GARDEN HILLS	9.7%
ATLANTA PUBLIC SCHOOLS	SYLVAN HILLS	10.4%
ATLANTA PUBLIC SCHOOLS	YOUNG MIDDLE	11.4%
ATLANTA PUBLIC SCHOOLS	KIMBERLY ELEM	11.7%
ATLANTA PUBLIC SCHOOLS	LONG MIDDLE S	12.4%
ATLANTA PUBLIC SCHOOLS	IMAGINE WESLE	13.7%
ATLANTA PUBLIC SCHOOLS	BOLTON ACADEM	15.9%
ATLANTA PUBLIC SCHOOLS	THE BRIDGE	16.7%
ATLANTA PUBLIC SCHOOLS	GROVE PARK EL	20.0%
ATLANTA PUBLIC SCHOOLS	HERNDON ELEME	20.4%
ATLANTA PUBLIC SCHOOLS	WILLIAMS ELEM	20.4%
ATLANTA PUBLIC SCHOOLS	PARKSIDE ELEM	21.3%
ATLANTA PUBLIC SCHOOLS	TOOMER ELEMEN	21.4%
ATLANTA PUBLIC SCHOOLS	MILES ELEMENT	21.7%
ATLANTA PUBLIC SCHOOLS	BETHUNE ELEME	23.1%

ATLANTA PUBLIC SCHOOLS	M A JONES ELE	23.1%
ATLANTA PUBLIC SCHOOLS	HARPER ARCHER	24.1%
ATLANTA PUBLIC SCHOOLS	UNIVERSITY CO	25.0%
ATLANTA PUBLIC SCHOOLS	CLEVELAND ELE	26.1%
ATLANTA PUBLIC SCHOOLS	ADAMSVILLE EL	27.8%
ATLANTA PUBLIC SCHOOLS	HERITAGE ACAD	28.2%
ATLANTA PUBLIC SCHOOLS	CASCADE ELEME	28.8%
ATLANTA PUBLIC SCHOOLS	C W HILL ELEM	29.4%
ATLANTA PUBLIC SCHOOLS	BENJAMIN S CA	30.0%
ATLANTA PUBLIC SCHOOLS	SLATER ELEMEN	30.3%
ATLANTA PUBLIC SCHOOLS	COAN MIDDLE S	31.4%
ATLANTA PUBLIC SCHOOLS	CRIM HIGH SCH	33.3%
ATLANTA PUBLIC SCHOOLS	DOBBS ELEMENT	33.3%
ATLANTA PUBLIC SCHOOLS	THOMASVILLE H	39.1%
ATLANTA PUBLIC SCHOOLS	FAIN ELEMENTA	39.7%
ATLANTA PUBLIC SCHOOLS	COOK ELEMENTA	40.7%
ATLANTA PUBLIC SCHOOLS	EAST LAKE ELE	42.0%
ATLANTA PUBLIC SCHOOLS	BEECHER HILLS	42.6%
ATLANTA PUBLIC SCHOOLS	BENTEEN ELEME	43.1%
ATLANTA PUBLIC SCHOOLS	HUMPHRIES ELE	46.7%
ATLANTA PUBLIC SCHOOLS	HUTCHINSON EL	47.0%
ATLANTA PUBLIC SCHOOLS	WHITE ELEMENT	47.4%
ATLANTA PUBLIC SCHOOLS	DEERWOOD ACAD	47.8%
ATLANTA PUBLIC SCHOOLS	FINCH ELEMENT	48.0%
ATLANTA PUBLIC SCHOOLS	FICKETT ELEME	51.4%
ATLANTA PUBLIC SCHOOLS	KENNEDY MIDDL	53.2%
ATLANTA PUBLIC SCHOOLS	TURNER MIDDLE	54.0%
ATLANTA PUBLIC SCHOOLS	WEST MANOR EL	54.9%
ATLANTA PUBLIC SCHOOLS	BOYD ELEMENTA	56.1%
ATLANTA PUBLIC SCHOOLS	D H STANTON E	58.3%
ATLANTA PUBLIC SCHOOLS	WHITEFOORD EL	59.3%
ATLANTA PUBLIC SCHOOLS	WOODSON ELEME	63.3%
ATLANTA PUBLIC SCHOOLS	TOWNS ELEMENT	63.6%
ATLANTA PUBLIC SCHOOLS	BLALOCK ELEME	66.7%
ATLANTA PUBLIC SCHOOLS	PERKERSON ELE	66.7%
ATLANTA PUBLIC SCHOOLS	SCOTT ELEMENT	68.0%
ATLANTA PUBLIC SCHOOLS	DUNBAR ELEMEN	68.6%
ATLANTA PUBLIC SCHOOLS	CONNALLY ELEM	70.5%
ATLANTA PUBLIC SCHOOLS	CAPITOL VIEW	70.8%
ATLANTA PUBLIC SCHOOLS	VENETIAN HILL	75.4%
ATLANTA PUBLIC SCHOOLS	USHER ELEMENT	78.4%
ATLANTA PUBLIC SCHOOLS	F L STANTON	83.3%
ATLANTA PUBLIC SCHOOLS	PEYTON FOREST	86.1%
ATLANTA PUBLIC SCHOOLS	GIDEONS ELEME	88.4%
ATLANTA PUBLIC SCHOOLS	PARKS MIDDLE	89.5%
BACON COUNTY	BACON CO MIDD	0.0%
BACON COUNTY	BACON CO PRIM	0.0%
BACON COUNTY	BACON CO ELEM	0.0%
BAKER COUNTY	BAKER COUNTY	11.1%
BALDWIN COUNTY	PROJECT ADVEN	0.0%
BALDWIN COUNTY	OAK HILL MS	0.0%

BALDWIN COUNTY	EAGLE RIDGE E	0.8%
BALDWIN COUNTY	BLANDY HILLS	0.9%
BALDWIN COUNTY	MIDWAY ELEMEN	2.2%
BALDWIN COUNTY	CREEKSIDE ELE	2.6%
BANKS COUNTY	BANKS CO MIDD	0.0%
BANKS COUNTY	BANKS CO ELEM	0.0%
BANKS COUNTY	BANKS CO PRIM	2.8%
BARROW COUNTY	AUBURN ELEMEN	0.0%
BARROW COUNTY	KENNEDY ELEME	0.0%
BARROW COUNTY	HAYMON MORRIS	0.0%
BARROW COUNTY	BRAMLETT ELEM	0.0%
BARROW COUNTY	HOLSENBECK EL	0.0%
BARROW COUNTY	BETHLEHEM ELE	0.9%
BARROW COUNTY	WINDER BARROW	0.9%
BARROW COUNTY	RUSSELL MIDDL	1.0%
BARROW COUNTY	YARGO ELEMENT	1.0%
BARROW COUNTY	STATHAM ELEME	2.0%
BARROW COUNTY	WESTSIDE MIDD	2.9%
BARROW COUNTY	COUNTY LINE E	5.4%
BARTOW COUNTY	PINE LOG ELEM	0.0%
BARTOW COUNTY	EMERSON ELEME	0.0%
BARTOW COUNTY	WHITE ELEMENT	0.0%
BARTOW COUNTY	ALLATOONA ELE	0.0%
BARTOW COUNTY	CLEAR CREEK E	0.0%
BARTOW COUNTY	ADAIRSVILLE M	0.0%
BARTOW COUNTY	CASS MIDDLE S	0.0%
BARTOW COUNTY	WOODLAND MIDD	0.8%
BARTOW COUNTY	SOUTH CENTRAL	2.3%
BARTOW COUNTY	HAMILTON CROS	2.6%
BARTOW COUNTY	TAYLORSVILLE	2.9%
BARTOW COUNTY	KINGSTON ELEM	3.8%
BARTOW COUNTY	CLOVERLEAF EL	4.4%
BARTOW COUNTY	EUHARLEE ELEM	6.1%
BARTOW COUNTY	MISSION ROAD	6.3%
BARTOW COUNTY	ADAIRSVILLE E	9.2%
BEN HILL COUNTY	BEN HILL CO M	1.0%
BEN HILL COUNTY	BEN HILL CO E	1.0%
BEN HILL COUNTY	BEN HILL CO P	4.4%
BERRIEN COUNTY	BERRIEN MIDDL	0.0%
BERRIEN COUNTY	BERRIEN ELEME	1.9%
BERRIEN COUNTY	BERRIEN PRIMA	2.5%
BIBB COUNTY	PRICE EDUCATI	0.0%
BIBB COUNTY	MACON HEALTH	0.0%
BIBB COUNTY	INGRAM PYE EL	0.0%
BIBB COUNTY	BERND ELEMENT	0.0%
BIBB COUNTY	ROSA TAYLOR E	0.0%
BIBB COUNTY	HEARD ELEMENT	0.0%
BIBB COUNTY	SPRINGDALE EL	0.0%
BIBB COUNTY	SKYVIEW ELEME	0.0%
BIBB COUNTY	BLOOMFIELD MI	0.0%
BIBB COUNTY	APPLING MIDDL	0.0%

BIBB COUNTY	MILLER MAGNET	0.0%
BIBB COUNTY	WEAVER MIDDLE	0.0%
BIBB COUNTY	RUTLAND MIDDL	0.0%
BIBB COUNTY	HOWARD MIDDLE	0.9%
BIBB COUNTY	ALEXANDER II	1.5%
BIBB COUNTY	LANE ELEMENTA	1.6%
BIBB COUNTY	PORTER ELEMEN	1.7%
BIBB COUNTY	MORGAN ELEMEN	1.8%
BIBB COUNTY	HERITAGE ELEM	2.2%
BIBB COUNTY	CARTER ELEMEN	3.2%
BIBB COUNTY	NEW BALLARD H	5.4%
BIBB COUNTY	UNION ELEMENT	5.6%
BIBB COUNTY	RICE ELEMENTA	7.1%
BIBB COUNTY	BURDELL ELEME	7.4%
BIBB COUNTY	BARDEN ELEMEN	7.8%
BIBB COUNTY	VINEVILLE ACA	8.3%
BIBB COUNTY	RILEY ELEMENT	10.4%
BIBB COUNTY	BURGHARD ELEM	12.5%
BIBB COUNTY	HARTLEY ELEME	14.6%
BIBB COUNTY	BRUCE ELEMENT	18.2%
BIBB COUNTY	WILLIAMS ELEM	22.5%
BIBB COUNTY	DANFORTH PRIM	23.1%
BIBB COUNTY	JONES ELEMENT	24.1%
BIBB COUNTY	BROOKDALE ELE	27.1%
BIBB COUNTY	BURKE ELEMENT	40.5%
BLECKLEY COUNTY	BLECKLEY CO P	0.0%
BLECKLEY COUNTY	BLECKLEY CO M	0.0%
BLECKLEY COUNTY	BLECKLEY CO E	0.0%
BLECKLEY COUNTY	MIDDLE GEORGI	16.7%
BRANTLEY COUNTY	BRANTLEY CO M	0.0%
BRANTLEY COUNTY	NAHUNTA ELEME	0.0%
BRANTLEY COUNTY	NAHUNTA PRIMA	0.0%
BRANTLEY COUNTY	HOBOKEN ELEME	2.5%
BRANTLEY COUNTY	WAYNESVILLE E	12.9%
BREMEN CITY	BREMEN ACADE	0.0%
BREMEN CITY	JONES ELEMENT	0.0%
BREMEN CITY	BREMEN MIDDLE	0.0%
BROOKS COUNTY	NORTH BROOKS	0.0%
BROOKS COUNTY	QUITMAN ELEME	0.0%
BROOKS COUNTY	BROOKS CO MID	0.0%
BRYAN COUNTY	RICHMOND MIDD	0.0%
BRYAN COUNTY	BRYAN CO MIDD	0.0%
BRYAN COUNTY	LANIER PRIMAR	0.0%
BRYAN COUNTY	BRYAN CO ELEM	0.0%
BRYAN COUNTY	DR GEORGE WA	0.0%
BRYAN COUNTY	RICHMOND ELEM	0.8%
BRYAN COUNTY	RICHMOND PRIM	3.2%
BUFORD CITY	BUFORD MIDDLE	0.8%
BUFORD CITY	BUFORD ACADEM	2.2%
BULLOCH COUNTY	WILLIAM JAMES	0.0%
BULLOCH COUNTY	NEW NEVILS EL	0.0%

BULLOCH COUNTY	STILSON ELEME	0.0%
BULLOCH COUNTY	PORTAL MIDDLE	0.0%
BULLOCH COUNTY	PORTAL ELEMEN	0.0%
BULLOCH COUNTY	MATTIE LIVELY	0.0%
BULLOCH COUNTY	SALLIE ZETTER	0.0%
BULLOCH COUNTY	BROOKLET ELEM	0.0%
BULLOCH COUNTY	SOUTHEAST MID	0.0%
BULLOCH COUNTY	MILL CREEK EL	1.0%
BULLOCH COUNTY	LANGSTON C EL	1.0%
BULLOCH COUNTY	BRYANT ELEMEN	1.0%
BULLOCH COUNTY	LANGSTON CHAP	2.7%
BURKE COUNTY	S G A ELEMENT	1.7%
BURKE COUNTY	BURKE CO MIDD	1.7%
BURKE COUNTY	BLAKENEY ELEM	2.0%
BURKE COUNTY	WAYNESBORO PR	7.2%
BUTTS COUNTY	HAMPTON L DAU	0.0%
BUTTS COUNTY	JACKSON ELEME	0.0%
BUTTS COUNTY	HENDERSON MID	1.0%
BUTTS COUNTY	STARK ELEMENT	4.0%
CALHOUN CITY	CALHOUN ELEME	0.0%
CALHOUN CITY	NEW CALHOUN M	1.0%
CALHOUN CITY	CALHOUN PRIMA	1.1%
CALHOUN COUNTY	CALHOUN CO MI	4.2%
CALHOUN COUNTY	CALHOUN CO EL	10.4%
CAMDEN COUNTY	WOODBINE ELEM	0.0%
CAMDEN COUNTY	MATILDA HARRI	0.0%
CAMDEN COUNTY	SAINT MARYS E	0.0%
CAMDEN COUNTY	SUGARMILL ELE	0.0%
CAMDEN COUNTY	CROOKED RIVER	0.0%
CAMDEN COUNTY	MARY LEE CLAR	0.0%
CAMDEN COUNTY	CAMDEN MIDDLE	0.5%
CAMDEN COUNTY	NEW SAINT MAR	0.5%
CAMDEN COUNTY	KINGSLAND ELE	2.3%
CAMDEN COUNTY	MAMIE LOU GRO	2.5%
CAMDEN COUNTY	DAVID L RAINE	5.6%
CANDLER COUNTY	METTER INTERM	0.0%
CANDLER COUNTY	METTER ELEMEN	3.0%
CANDLER COUNTY	METTER MIDDLE	4.2%
CARROLL COUNTY	ROOPVILLE ELE	0.0%
CARROLL COUNTY	MT ZION MIDDL	0.0%
CARROLL COUNTY	VILLA RICA EL	0.0%
CARROLL COUNTY	TEMPLE MIDDLE	0.0%
CARROLL COUNTY	ITHICA ELEMEN	0.0%
CARROLL COUNTY	BOWDON ELEMEN	0.0%
CARROLL COUNTY	VILLA RICA MI	0.0%
CARROLL COUNTY	JONESVILLE MI	0.0%
CARROLL COUNTY	CENTRAL ELEME	0.9%
CARROLL COUNTY	SAND HILL ELE	1.0%
CARROLL COUNTY	CENTRAL MIDDL	1.8%
CARROLL COUNTY	SHARP CREEK E	2.2%
CARROLL COUNTY	MOUNT ZION EL	2.6%

CARROLL COUNTY	GLANTON HINDS	3.6%
CARROLL COUNTY	TEMPLE ELEMEN	4.8%
CARROLL COUNTY	BAY SPRINGS M	8.1%
CARROLL COUNTY	WHITESBURG EL	33.3%
CARROLLTON CITY	CARROLLTON JR	0.0%
CARROLLTON CITY	CARROLLTON EL	1.3%
CARROLLTON CITY	CARROLLTON MI	1.3%
CARTERSVILLE CITY	CARTERS MIDDL	0.0%
CARTERSVILLE CITY	CARTERS PRIMA	0.0%
CARTERSVILLE CITY	CARTERS ELEME	0.0%
CATOOSA COUNTY	HERITAGE MIDD	0.0%
CATOOSA COUNTY	LAKEVIEW MIDD	0.0%
CATOOSA COUNTY	WEST SIDE ELE	0.0%
CATOOSA COUNTY	GRAYSVILLE EL	0.0%
CATOOSA COUNTY	TIGER CREEK E	0.0%
CATOOSA COUNTY	BOYNTON ELEME	0.0%
CATOOSA COUNTY	RINGGOLD MIDD	0.0%
CATOOSA COUNTY	RINGGOLD ELEM	1.4%
CATOOSA COUNTY	BATTLEFIELD E	1.7%
CATOOSA COUNTY	RINGGOLD PRIM	1.9%
CATOOSA COUNTY	BATTLEFIELD P	2.1%
CATOOSA COUNTY	WOODSTATION E	3.7%
CATOOSA COUNTY	CLOUD SPRINGS	7.2%
CCAT	CCAT SCHOOLSL	0.0%
CHARLTON COUNTY	CHARLTON COUN	0.0%
CHARLTON COUNTY	ST GEORGE EL	0.0%
CHARLTON COUNTY	BETHUNE ELEME	0.0%
CHARLTON COUNTY	FOLKSTON ELEM	2.5%
CHATHAM COUNTY	UHS OF SAVANN	0.0%
CHATHAM COUNTY	OGLETHORPE CH	0.0%
CHATHAM COUNTY	POOLER ELEMEN	0.0%
CHATHAM COUNTY	JACOB G SMIT	0.0%
CHATHAM COUNTY	HAVEN ELEMENT	0.0%
CHATHAM COUNTY	WINDSOR FOR E	0.0%
CHATHAM COUNTY	BLOOMINGDALE	0.0%
CHATHAM COUNTY	HUBERT MIDDLE	0.0%
CHATHAM COUNTY	ISLE OF HOPE	0.0%
CHATHAM COUNTY	WHITE BLUFF E	0.0%
CHATHAM COUNTY	LARGO TIBET E	0.0%
CHATHAM COUNTY	PORT WENTWORT	0.0%
CHATHAM COUNTY	BARTLETT MIDD	0.0%
CHATHAM COUNTY	SHUMAN MIDDLE	0.0%
CHATHAM COUNTY	DERENNE MIDDL	0.0%
CHATHAM COUNTY	ELLIS ELEMENT	0.0%
CHATHAM COUNTY	SOUTHWEST MID	0.6%
CHATHAM COUNTY	MERCER MIDDLE	0.6%
CHATHAM COUNTY	COASTAL MIDDL	0.7%
CHATHAM COUNTY	W CHATHAM MID	0.7%
CHATHAM COUNTY	MARSHPOINT EL	0.9%
CHATHAM COUNTY	GEORGETOWN EL	1.0%
CHATHAM COUNTY	GARDEN CITY E	1.0%

CHATHAM COUNTY	HOWARD ELEMEN	1.2%
CHATHAM COUNTY	HESSE ELEMENT	1.4%
CHATHAM COUNTY	HEARD ELEMENT	2.2%
CHATHAM COUNTY	W CHATHAM ELE	2.6%
CHATHAM COUNTY	SOUTHWEST ELE	2.8%
CHATHAM COUNTY	MYERS MIDDLE	2.9%
CHATHAM COUNTY	EAST BROAD ST	4.1%
CHATHAM COUNTY	LOW ELEMENTAR	4.3%
CHATHAM COUNTY	ISLANDS ELEME	4.9%
CHATHAM COUNTY	SPENCER ELEME	5.3%
CHATHAM COUNTY	PULASKI ELEME	5.6%
CHATHAM COUNTY	BUTLER ELEMEN	5.7%
CHATHAM COUNTY	GOULD ELEMENT	6.7%
CHATHAM COUNTY	THUNDERBOLT E	7.6%
CHATHAM COUNTY	GADSDEN ELEME	7.8%
CHATHAM COUNTY	BARTOW ELEMEN	9.3%
CHATHAM COUNTY	GARRISON ELEM	9.7%
CHATHAM COUNTY	HODGE ELEMENT	15.9%
CHATTAHOOCHEE COUNTY	CHATTAHOO C M	0.0%
CHATTAHOOCHEE COUNTY	CHATTAHOO EDU	15.4%
CHATTOOGA COUNTY	CROSSROADS AL	0.0%
CHATTOOGA COUNTY	SUMMERVILLE M	0.0%
CHATTOOGA COUNTY	LYERLY ELEMEN	0.0%
CHATTOOGA COUNTY	LEROY MASSEY	1.3%
CHATTOOGA COUNTY	MENLO ELEMENT	1.8%
CHATTOOGA COUNTY	SUMMERVILLE E	1.9%
CHEROKEE COUNTY	FREEDOM MIDDL	0.0%
CHEROKEE COUNTY	CREEKLAND MID	0.0%
CHEROKEE COUNTY	BALL GROUND E	0.0%
CHEROKEE COUNTY	OAK GROVE ELE	0.0%
CHEROKEE COUNTY	WILLIAM G HA	0.0%
CHEROKEE COUNTY	RUSK MIDDLE S	0.0%
CHEROKEE COUNTY	MACEDONIA ELE	0.0%
CHEROKEE COUNTY	JOHNSTON ELEM	0.0%
CHEROKEE COUNTY	HICKORY FLAT	0.0%
CHEROKEE COUNTY	AVERY ELEMENT	0.0%
CHEROKEE COUNTY	TEASLEY MIDDL	0.0%
CHEROKEE COUNTY	BOOTH MIDDLE	0.0%
CHEROKEE COUNTY	WOODSTOCK MID	0.5%
CHEROKEE COUNTY	LIBERTY ELEME	0.6%
CHEROKEE COUNTY	BASCOMB ELEME	0.7%
CHEROKEE COUNTY	SIXES ELEMENT	0.8%
CHEROKEE COUNTY	J KNOX ELEME	1.0%
CHEROKEE COUNTY	CHAPMAN INTER	1.2%
CHEROKEE COUNTY	R M MOORE ELE	1.4%
CHEROKEE COUNTY	BOSTON ELEMEN	1.8%
CHEROKEE COUNTY	LITTLE RIVER	1.8%
CHEROKEE COUNTY	CARMEL ELEMEN	1.9%
CHEROKEE COUNTY	HOLLY SPRINGS	2.2%
CHEROKEE COUNTY	CANTON ELEMEN	2.7%
CHEROKEE COUNTY	FREE HOME ELE	2.8%

CHEROKEE COUNTY	CLAYTON ELEME	3.3%
CHEROKEE COUNTY	MOUNTAIN ROAD	3.4%
CHEROKEE COUNTY	WOODSTOCK ELE	3.5%
CHEROKEE COUNTY	ARNOLD MILL E	4.8%
CHICKAMAUGA CITY	GORDON LEE MI	0.0%
CHICKAMAUGA CITY	CHICKAMAUGA E	1.4%
CLARKE COUNTY	HILSMAN MIDDL	0.0%
CLARKE COUNTY	CLARKE MIDDLE	0.0%
CLARKE COUNTY	TIMOTHY ELEME	0.0%
CLARKE COUNTY	WHITEHEAD ROA	0.0%
CLARKE COUNTY	WINTERVILLE E	0.0%
CLARKE COUNTY	BARNETT SHOAL	0.0%
CLARKE COUNTY	CLEVELAND ROA	2.2%
CLARKE COUNTY	BARROW ELEMEN	2.2%
CLARKE COUNTY	OGLETHORPE AV	2.7%
CLARKE COUNTY	ALPS ROAD ELE	3.7%
CLARKE COUNTY	FOURTH STREET	3.9%
CLARKE COUNTY	CHASE STREET	4.2%
CLARKE COUNTY	FOWLER DRIVE	4.2%
CLARKE COUNTY	WHIT DAVIS RO	5.1%
CLARKE COUNTY	BURNEY HARRIS	5.6%
CLARKE COUNTY	GAINES ELEMEN	7.7%
CLARKE COUNTY	COILE MIDDLE	16.7%
CLAY COUNTY	CLAY COUNTY E	5.6%
CLAY COUNTY	CLAY COUNTY M	8.3%
CLAYTON COUNTY	UNIDOS DUAL L	0.0%
CLAYTON COUNTY	ANDERSON ELEM	0.0%
CLAYTON COUNTY	EDMONDS ELEME	0.0%
CLAYTON COUNTY	ROBERTA T SM	0.8%
CLAYTON COUNTY	KILPATRICK EL	1.3%
CLAYTON COUNTY	MORROW ELEMEN	1.3%
CLAYTON COUNTY	M D ROBERTS M	1.3%
CLAYTON COUNTY	ARNOLD ELEMEN	1.5%
CLAYTON COUNTY	POINTE SOUTH	1.6%
CLAYTON COUNTY	MOUNT ZION EL	2.4%
CLAYTON COUNTY	WILLIAM M MC	2.5%
CLAYTON COUNTY	SWINT ELEMENT	2.5%
CLAYTON COUNTY	MUNDY S MIDDL	2.6%
CLAYTON COUNTY	MORROW MIDDLE	2.8%
CLAYTON COUNTY	TARA ELEMENTA	2.9%
CLAYTON COUNTY	BABB MIDDLE S	3.0%
CLAYTON COUNTY	JAMES JACKSON	3.6%
CLAYTON COUNTY	EAST CLAYTON	3.7%
CLAYTON COUNTY	LOVEJOY MIDDL	3.9%
CLAYTON COUNTY	ADAMSON MIDDL	4.2%
CLAYTON COUNTY	JONESBORO MID	4.3%
CLAYTON COUNTY	HENDRIX DRIVE	4.8%
CLAYTON COUNTY	KENDRICK MIDD	4.8%
CLAYTON COUNTY	REX MILL MIDD	4.8%
CLAYTON COUNTY	HUIE ELEMENTA	4.9%
CLAYTON COUNTY	SEQUOYAH MIDD	5.6%

CLAYTON COUNTY	RIVERDALE MID	5.7%
CLAYTON COUNTY	HAWTHORNE ELE	5.8%
CLAYTON COUNTY	HARPER ELEMEN	6.1%
CLAYTON COUNTY	FOREST PARK M	6.3%
CLAYTON COUNTY	CALLAWAY ELEM	6.8%
CLAYTON COUNTY	SUDER ELEMENT	7.2%
CLAYTON COUNTY	LAKE CITY ELE	7.2%
CLAYTON COUNTY	RIVERDALE ELE	7.3%
CLAYTON COUNTY	KEMP ELEM SCH	7.3%
CLAYTON COUNTY	WEST CLAYTON	7.9%
CLAYTON COUNTY	KEMP PRIMARY	8.6%
CLAYTON COUNTY	LEE STREET EL	8.6%
CLAYTON COUNTY	RIVER S EDGE	9.2%
CLAYTON COUNTY	HAYNIE ELEMEN	10.0%
CLAYTON COUNTY	BROWN ELEMENT	10.1%
CLAYTON COUNTY	FOUNTAIN ELEM	10.7%
CLAYTON COUNTY	MOUNT ZION PR	11.7%
CLAYTON COUNTY	CHURCH STREET	11.7%
CLAYTON COUNTY	POINTE ELEMEN	11.8%
CLAYTON COUNTY	THURGOOD MARS	17.9%
CLAYTON COUNTY	NORTHCUTT ELE	19.8%
CLAYTON COUNTY	MARTIN LUTHER	20.0%
CLAYTON COUNTY	LAKE RIDGE EL	21.6%
CLAYTON COUNTY	OLIVER ELEMEN	23.1%
CLAYTON COUNTY	NORTH CLAYTON	26.3%
CLAYTON COUNTY	LEWIS ACADEMY	56.9%
CLINCH COUNTY	CLINCH CO HIG	0.0%
CLINCH COUNTY	FARGO CHARTER	0.0%
CLINCH COUNTY	CLINCH CO PRI	0.0%
CLINCH COUNTY	CLINCH CO ELE	0.0%
COBB COUNTY	DICKERSON MID	0.0%
COBB COUNTY	DURHAM MIDDLE	0.0%
COBB COUNTY	COOPER MIDDLE	0.0%
COBB COUNTY	LOVINGGOOD MI	0.0%
COBB COUNTY	DANIELL MIDDL	0.0%
COBB COUNTY	MCCLESKEY MID	0.0%
COBB COUNTY	HIGHTOWER TRA	0.0%
COBB COUNTY	LOST MOUNTAIN	0.0%
COBB COUNTY	PALMER MIDDLE	0.0%
COBB COUNTY	MABRY MIDDLE	0.0%
COBB COUNTY	DODGEN MIDDLE	0.0%
COBB COUNTY	PINE MOUNTAIN	0.0%
COBB COUNTY	SMITHA MIDDLE	0.0%
COBB COUNTY	EAST COBB MID	0.0%
COBB COUNTY	AWTREY MIDDLE	0.0%
COBB COUNTY	BARBER MIDDLE	0.0%
COBB COUNTY	CAMPBELL MIDD	0.0%
COBB COUNTY	DEVEREUX ACKE	0.0%
COBB COUNTY	GRIFFIN MIDDL	0.0%
COBB COUNTY	MCCLURE MIDDL	0.0%
COBB COUNTY	MCCALL PRIMAR	0.0%

COBB COUNTY	GARRETT MIDDL	0.0%
COBB COUNTY	IMAGINE INT A	0.0%
COBB COUNTY	CLARKDALE ELE	0.0%
COBB COUNTY	TIMBER RIDGE	0.0%
COBB COUNTY	KEHELEY ELEME	0.0%
COBB COUNTY	NICHOLSON ELE	0.0%
COBB COUNTY	EASTVALLEY EL	0.0%
COBB COUNTY	ROCKY MOUNT E	0.0%
COBB COUNTY	STILL ELEMENT	0.0%
COBB COUNTY	GARRISON MILL	0.0%
COBB COUNTY	KENNESAW ELEM	0.0%
COBB COUNTY	TRITT ELEMENT	0.0%
COBB COUNTY	FORD ELEMENTA	0.0%
COBB COUNTY	VARNER ELEMEN	0.0%
COBB COUNTY	MOUNT BETHEL	0.0%
COBB COUNTY	FAIR OAKS ELE	0.0%
COBB COUNTY	EAST SIDE ELE	0.0%
COBB COUNTY	NORTON PARK E	0.0%
COBB COUNTY	PITNER ELEMEN	0.0%
COBB COUNTY	LEWIS ELEMENT	0.7%
COBB COUNTY	KEMP ELEMENTA	0.8%
COBB COUNTY	POWDER SPRING	0.8%
COBB COUNTY	VAUGHAN ELEME	0.8%
COBB COUNTY	BIG SHANTY EL	0.9%
COBB COUNTY	CHALKER ELEME	0.9%
COBB COUNTY	MOUNTAIN VIEW	0.9%
COBB COUNTY	KINCAID ELEME	1.0%
COBB COUNTY	CLAY ELEMENTA	1.0%
COBB COUNTY	BELLS FERRY E	1.1%
COBB COUNTY	DOWELL ELEMEN	1.3%
COBB COUNTY	FREY ELEMENTA	1.3%
COBB COUNTY	DAVIS ELEMENT	1.4%
COBB COUNTY	POWERS FERRY	1.4%
COBB COUNTY	DUE WEST ELEM	1.4%
COBB COUNTY	BRUMBY ELEMEN	1.4%
COBB COUNTY	BULLARD ELEME	1.4%
COBB COUNTY	SKY VIEW ELEM	1.4%
COBB COUNTY	TEASLEY ELEME	1.4%
COBB COUNTY	MURDOCK ELEME	1.8%
COBB COUNTY	ACWORTH INTER	1.8%
COBB COUNTY	BELMONT HILLS	1.9%
COBB COUNTY	MILFORD ELEME	1.9%
COBB COUNTY	SEDALIA PARK	1.9%
COBB COUNTY	BLACKWELL ELE	2.0%
COBB COUNTY	HOLLYDALE ELE	2.2%
COBB COUNTY	SOPE CREEK EL	2.3%
COBB COUNTY	BROWN ELEMENT	2.4%
COBB COUNTY	NICKAJACK ELE	2.4%
COBB COUNTY	GREEN ACRES E	2.4%
COBB COUNTY	SANDERS ELEME	2.6%
COBB COUNTY	AUSTELL PRIMA	2.8%

COBB COUNTY	AUSTELL INTER	2.8%
COBB COUNTY	BIRNEY ELEMEN	2.8%
COBB COUNTY	MABLETON ELEM	2.9%
COBB COUNTY	PICKETT S MIL	2.9%
COBB COUNTY	RUSSELL ELEME	2.9%
COBB COUNTY	SHALLOWFORD F	3.0%
COBB COUNTY	KENNESAW CHAR	3.3%
COBB COUNTY	ADDISON ELEME	3.3%
COBB COUNTY	COMPTON ELEME	3.3%
COBB COUNTY	LABELLE ELEME	3.4%
COBB COUNTY	BAKER ELEMENT	3.5%
COBB COUNTY	RIVERSIDE INT	3.5%
COBB COUNTY	ARGYLE ELEMEN	3.8%
COBB COUNTY	CHEATHAM HILL	3.8%
COBB COUNTY	KING SPRINGS	4.2%
COBB COUNTY	HAYES ELEMENT	4.4%
COBB COUNTY	BRYANT ELEMEN	4.7%
COBB COUNTY	LINDLEY MIDDL	4.8%
COBB COUNTY	TAPP MIDDLE S	5.6%
COBB COUNTY	FLOYD MIDDLE	6.7%
COBB COUNTY	HARMONY LELAN	7.2%
COBB COUNTY	SIMPSON MIDDL	8.3%
COBB COUNTY	IMAGINE INTER	8.3%
COBB COUNTY	LINDLEY ACADE	16.7%
COBB COUNTY	RIVERSIDE PRI	18.2%
COFFEE COUNTY	BROXTON MARY	0.0%
COFFEE COUNTY	WEST GREEN EL	0.0%
COFFEE COUNTY	COFFEE MIDDLE	0.0%
COFFEE COUNTY	SATILLA ELEME	0.0%
COFFEE COUNTY	EASTSIDE ELEM	0.0%
COFFEE COUNTY	WESTSIDE ELEM	1.1%
COFFEE COUNTY	AMBROSE ELEME	2.0%
COFFEE COUNTY	INDIAN CREEK	2.6%
COFFEE COUNTY	NICHOLLS ELEM	7.4%
COLQUITT COUNTY	DOERUN ELEMEN	0.0%
COLQUITT COUNTY	HAMILTON ELEM	0.0%
COLQUITT COUNTY	WILLIE J WIL	0.0%
COLQUITT COUNTY	OKAPILCO ELEM	0.0%
COLQUITT COUNTY	WRIGHT ELEMEN	0.0%
COLQUITT COUNTY	FUNSTON ELEME	0.0%
COLQUITT COUNTY	NORMAN PARK E	0.0%
COLQUITT COUNTY	ODOM ELEMENTA	0.0%
COLQUITT COUNTY	SUNSET ELEMEN	0.0%
COLQUITT COUNTY	COX ELEMENTAR	1.5%
COLQUITT COUNTY	GRAY MIDDLE S	1.6%
COLQUITT COUNTY	STRINGFELLOW	8.3%
COLUMBIA COUNTY	COLUMBIA MIDD	0.0%
COLUMBIA COUNTY	HARLEM MIDDLE	0.0%
COLUMBIA COUNTY	EUCHEE CREEK	0.0%
COLUMBIA COUNTY	NORTH COLUMBI	0.0%
COLUMBIA COUNTY	EVANS ELEMENT	0.0%

COLUMBIA COUNTY	BEL AIR ELEME	0.0%
COLUMBIA COUNTY	STALLINGS ISL	0.0%
COLUMBIA COUNTY	MARTINEZ ELEM	0.0%
COLUMBIA COUNTY	BROOKWOOD ELE	0.0%
COLUMBIA COUNTY	BLUE RIDGE EL	0.0%
COLUMBIA COUNTY	RIVERSIDE MID	0.0%
COLUMBIA COUNTY	NORTH HARLEM	0.0%
COLUMBIA COUNTY	RIVER RIDGE E	0.0%
COLUMBIA COUNTY	RIVERSIDE ELE	0.0%
COLUMBIA COUNTY	GROVETOWN ELE	0.0%
COLUMBIA COUNTY	STEVENS CREEK	0.0%
COLUMBIA COUNTY	LEWISTON ELEM	0.0%
COLUMBIA COUNTY	EVANS MIDD SC	0.8%
COLUMBIA COUNTY	CEDAR RIDGE E	1.0%
COLUMBIA COUNTY	GREENBRIER EL	1.2%
COLUMBIA COUNTY	WESTMONT ELEM	1.3%
COLUMBIA COUNTY	SOUTH COLUMBI	1.4%
COLUMBIA COUNTY	GROVETOWN MID	1.7%
COLUMBIA COUNTY	GREENBRIER MI	1.7%
COLUMBIA COUNTY	LAKESIDE MIDD	2.8%
COMMERCE CITY	COMMERCE ELEM	0.0%
COMMERCE CITY	COMMERCE PRIM	0.0%
COMMERCE CITY	COMMERCE MIDD	1.0%
COOK COUNTY	COOK ELEMENTA	0.0%
COOK COUNTY	COOK PRIMARY	1.2%
COOK COUNTY	COOK COUNTY M	3.9%
COWETA COUNTY	GRANTVILLE EL	0.0%
COWETA COUNTY	JEFFERSON PAR	0.0%
COWETA COUNTY	MORELAND ELEM	0.0%
COWETA COUNTY	ATKINSON ELEM	0.0%
COWETA COUNTY	THOMAS CROSSR	0.0%
COWETA COUNTY	RUTH HILL ELE	0.0%
COWETA COUNTY	NORTHSIDE ELE	0.0%
COWETA COUNTY	EASTSIDE ELEM	0.0%
COWETA COUNTY	ELM STREET EL	0.0%
COWETA COUNTY	NEWNAN CROSSI	0.0%
COWETA COUNTY	CANNONGATE EL	0.0%
COWETA COUNTY	ARNALL MIDDLE	0.0%
COWETA COUNTY	MADRAS MIDDLE	0.0%
COWETA COUNTY	LEE MIDDLE SC	0.0%
COWETA COUNTY	SMOKEY ROAD M	0.6%
COWETA COUNTY	WELCH ELEMENT	0.9%
COWETA COUNTY	EVANS MIDDLE	1.0%
COWETA COUNTY	WILLIS ROAD E	1.0%
COWETA COUNTY	EAST COWETA M	1.0%
COWETA COUNTY	POPLAR ROAD E	1.1%
COWETA COUNTY	WHITE OAK ELE	1.1%
COWETA COUNTY	ARBOR SPRINGS	1.2%
COWETA COUNTY	ARNCO SARGENT	1.5%
COWETA COUNTY	WESTERN ELEME	1.6%
CRAWFORD COUNTY	CRAWFORD CO M	0.0%

CRAWFORD COUNTY	CRAWFORD CO E	4.0%
CRISP COUNTY	CRISP CO MIDD	0.0%
CRISP COUNTY	J S PATE ELEM	0.0%
CRISP COUNTY	SOUTHWESTERN	0.0%
CRISP COUNTY	A S CLARK ELE	1.4%
CRISP COUNTY	BLACKSHEAR TR	3.9%
DADE COUNTY	DADE MIDDLE S	0.0%
DADE COUNTY	DAVIS ELEMENT	0.0%
DADE COUNTY	DADE ELEMENTA	0.0%
DALTON CITY	ROAN ELEMENTA	0.0%
DALTON CITY	BLUE RIDGE SC	0.0%
DALTON CITY	CITY PARK SCH	2.9%
DALTON CITY	PARK CREEK EL	3.8%
DALTON CITY	WESTWOOD ELEM	4.5%
DALTON CITY	DALTON MIDDLE	5.1%
DALTON CITY	BROOKWOOD ELE	6.9%
DAWSON COUNTY	RIVERVIEW MID	0.0%
DAWSON COUNTY	BLACK S MILL	0.0%
DAWSON COUNTY	NEW DAWSON CO	0.0%
DAWSON COUNTY	ROBINSON ELEM	0.0%
DAWSON COUNTY	KILOUGH ELEME	1.5%
DECATUR CITY	WINNONA PARK	0.0%
DECATUR CITY	CLAIREMONT EL	0.0%
DECATUR CITY	OAKHURST ELEM	3.7%
DECATUR CITY	RENFROE MIDDL	4.2%
DECATUR CITY	GLENNWOOD ACA	5.3%
DECATUR COUNTY	LILLIAN E WIL	0.0%
DECATUR COUNTY	POTTER STREET	0.0%
DECATUR COUNTY	W BAINBRID EL	0.0%
DECATUR COUNTY	JOHN JOHNSON	0.0%
DECATUR COUNTY	JONES WHEAT E	0.0%
DECATUR COUNTY	W BAINBRID MI	0.0%
DECATUR COUNTY	ELCAN KING EL	1.1%
DECATUR COUNTY	HUTTO MIDDLE	2.9%
DEKALB COUNTY	PEACHTREE MID	0.0%
DEKALB COUNTY	DEKALB SCHOOLSL	0.0%
DEKALB COUNTY	DEKALB ALT SC	0.0%
DEKALB COUNTY	KITTREDGE MAG	0.0%
DEKALB COUNTY	UHS OF LAUREL	0.0%
DEKALB COUNTY	WADSWORTH MAG	0.0%
DEKALB COUNTY	ASHFORD PARK	0.0%
DEKALB COUNTY	LIVSEY ELEMEN	0.0%
DEKALB COUNTY	GRESHAM PARK	0.0%
DEKALB COUNTY	MIDVALE ELEME	0.0%
DEKALB COUNTY	BRIARLAKE ELE	0.0%
DEKALB COUNTY	SAGAMORE HILL	0.0%
DEKALB COUNTY	EVANSDALE ELE	0.0%
DEKALB COUNTY	KINGSLEY ELEM	0.0%
DEKALB COUNTY	HENDERSON MIL	0.0%
DEKALB COUNTY	SMOKE RISE EL	0.0%
DEKALB COUNTY	CHESNUT ELEME	0.0%

DEKALB COUNTY	CHAPEL HILL M	0.0%
DEKALB COUNTY	SHAMROCK MIDD	0.7%
DEKALB COUNTY	VANDERLYN ELE	0.9%
DEKALB COUNTY	NARVIE HARRIS	0.9%
DEKALB COUNTY	WYNBROOKE ELE	1.0%
DEKALB COUNTY	IDLEWOOD ELEM	1.1%
DEKALB COUNTY	CHAMBLEE MIDD	1.3%
DEKALB COUNTY	SEQUOYAH MIDD	1.3%
DEKALB COUNTY	HIGHTOWER ELE	1.6%
DEKALB COUNTY	PRINCETON ELE	1.6%
DEKALB COUNTY	ROBERT SHAW T	1.7%
DEKALB COUNTY	MONTGOMERY EL	1.9%
DEKALB COUNTY	BRIAR VISTA E	1.9%
DEKALB COUNTY	HAWTHORNE ELE	2.0%
DEKALB COUNTY	OAK GROVE ELE	2.2%
DEKALB COUNTY	KELLEY LAKE E	2.4%
DEKALB COUNTY	MONTCLAIR ELE	2.5%
DEKALB COUNTY	HUNTLEY HILLS	2.5%
DEKALB COUNTY	STONE MILL EL	2.6%
DEKALB COUNTY	ROCK CHAPEL E	2.6%
DEKALB COUNTY	REDAN MIDDLE	2.8%
DEKALB COUNTY	FERNBANK ELEM	2.9%
DEKALB COUNTY	MCLENDON ELEM	2.9%
DEKALB COUNTY	MURPHY CANDLE	3.0%
DEKALB COUNTY	EDWARD L BOU	3.0%
DEKALB COUNTY	OAKVIEW ELEME	3.0%
DEKALB COUNTY	HOOPER ALEXAN	3.2%
DEKALB COUNTY	AUSTIN ELEMEN	3.2%
DEKALB COUNTY	LITHONIA MIDD	3.2%
DEKALB COUNTY	CARY REYNOLDS	3.3%
DEKALB COUNTY	BROCKETT ELEM	3.5%
DEKALB COUNTY	LAUREL RIDGE	3.5%
DEKALB COUNTY	SALEM MIDDLE	3.7%
DEKALB COUNTY	MARY MCLEOD B	3.7%
DEKALB COUNTY	HENDERSON MID	3.8%
DEKALB COUNTY	AVONDALE MIDD	3.8%
DEKALB COUNTY	PLEASANTDALE	3.8%
DEKALB COUNTY	TUCKER MIDDLE	4.0%
DEKALB COUNTY	MILLER GROVE	4.1%
DEKALB COUNTY	STEPHENSON MI	4.4%
DEKALB COUNTY	SKY HAVEN ELE	4.4%
DEKALB COUNTY	DEKALB ACADEM	4.8%
DEKALB COUNTY	MIDWAY ELEMEN	4.8%
DEKALB COUNTY	MEDLOCK ELEME	5.1%
DEKALB COUNTY	COLUMBIA MIDD	5.1%
DEKALB COUNTY	BOB MATHIS EL	5.3%
DEKALB COUNTY	DEKALB TRANSI	5.6%
DEKALB COUNTY	CHAPEL HILL E	5.6%
DEKALB COUNTY	MARBUT ELEMEN	6.5%
DEKALB COUNTY	DRESDEN ELEME	6.7%
DEKALB COUNTY	THE CHAMPION	6.9%

DEKALB COUNTY	FAIRINGTON EL	7.0%
DEKALB COUNTY	CLIFTON ELEME	7.0%
DEKALB COUNTY	PANOLA WAY EL	7.1%
DEKALB COUNTY	INTL COMM SCH	7.4%
DEKALB COUNTY	WOODWARD ELEM	7.4%
DEKALB COUNTY	ROCKBRIDGE EL	7.6%
DEKALB COUNTY	AVONDALE ELEM	7.8%
DEKALB COUNTY	ELDRIDGE L M	7.9%
DEKALB COUNTY	RONALD E MCNA	8.1%
DEKALB COUNTY	DEKALB ROCKDA	8.3%
DEKALB COUNTY	ALLGOOD ELEME	8.3%
DEKALB COUNTY	PINE RIDGE EL	8.3%
DEKALB COUNTY	FLAT ROCK ELE	8.3%
DEKALB COUNTY	MCNAIR MIDDLE	8.5%
DEKALB COUNTY	BROWNS MILL E	8.6%
DEKALB COUNTY	ROWLAND ELEME	8.8%
DEKALB COUNTY	COLUMBIA ELEM	9.7%
DEKALB COUNTY	OAKCLIFF ELEM	10.0%
DEKALB COUNTY	PEACHCREST EL	10.3%
DEKALB COUNTY	TONEY ELEMENT	11.1%
DEKALB COUNTY	CANBY LANE EL	11.1%
DEKALB COUNTY	JOLLY ELEMENT	12.3%
DEKALB COUNTY	STONE MOUNT E	12.7%
DEKALB COUNTY	REDAN ELEMENT	13.3%
DEKALB COUNTY	DUNAIRE ELEME	14.1%
DEKALB COUNTY	ACADEMY OF LI	14.4%
DEKALB COUNTY	FLAT SHOALS	17.8%
DEKALB COUNTY	CEDAR GROVE E	17.8%
DEKALB COUNTY	INDIAN CREEK	17.8%
DEKALB COUNTY	HAMBRICK ELEM	17.9%
DEKALB COUNTY	MEADOWVIEW EL	19.0%
DEKALB COUNTY	ATHERTON ELEM	20.3%
DEKALB COUNTY	SNAPFINGER EL	20.3%
DEKALB COUNTY	FREEDOM MIDDL	20.8%
DEKALB COUNTY	WOODRIDGE ELE	20.8%
DEKALB COUNTY	STONE MOUNTAI	21.2%
DEKALB COUNTY	RAINBOW ELEME	21.7%
DEKALB COUNTY	KNOLLWOOD ELE	22.2%
DEKALB COUNTY	INTERNATIONAL	23.3%
DEKALB COUNTY	DEKALB PATH A	25.0%
DEKALB COUNTY	CEDAR GROVE M	35.0%
DEKALB COUNTY	SHADOW ROCK E	40.0%
DEKALB COUNTY	GLEN HAVEN EL	44.9%
DEKALB COUNTY	STONEVIEW ELE	48.1%
DEKALB COUNTY	DEKALB TRUANC	66.7%
DEPARTMENT OF JUVENI	EASTMAN YOUTH	0.0%
DEPARTMENT OF JUVENI	GAINESVILLE R	0.0%
DEPARTMENT OF JUVENI	SUMTER YOUTH	0.0%
DEPARTMENT OF JUVENI	SAVANNAH RIVE	0.0%
DEPARTMENT OF JUVENI	GRIFFIN REGIO	0.0%
DEPARTMENT OF JUVENI	GWINNITT REGI	0.0%

DEPARTMENT OF JUVENI	MARIETTA REGI	0.0%
DEPARTMENT OF JUVENI	MUSCOGEE YOUT	0.0%
DEPARTMENT OF JUVENI	BILL E IRELAN	0.0%
DEPARTMENT OF JUVENI	AUGUSTA REGIO	0.0%
DEPARTMENT OF JUVENI	CLAYTON REGIO	0.0%
DEPARTMENT OF JUVENI	CLAXTON REGIO	0.0%
DEPARTMENT OF JUVENI	DALTON REGION	0.0%
DEPARTMENT OF JUVENI	DEKALB REGION	0.0%
DEPARTMENT OF JUVENI	EASTMAN REGIO	0.0%
DEPARTMENT OF JUVENI	WAYCROSS REGI	0.0%
DEPARTMENT OF JUVENI	SAVANNAH REGI	0.0%
DEPARTMENT OF JUVENI	BLAKELY REGIO	0.0%
DEPARTMENT OF JUVENI	BOB RICHARDS	0.0%
DEPARTMENT OF JUVENI	AUGUSTA YOUTH	0.0%
DEPARTMENT OF JUVENI	PAULDING REGI	0.0%
DEPARTMENT OF JUVENI	AARON COHN RE	0.0%
DEPARTMENT OF JUVENI	MACON YOUTH D	5.6%
DEPARTMENT OF JUVENI	CRISP YDC	5.9%
DEPARTMENT OF JUVENI	T J LOFTISS I	9.1%
DEPARTMENT OF JUVENI	ALBANY REGION	11.1%
DEPARTMENT OF JUVENI	MACON REGIONA	11.1%
DEPARTMENT OF JUVENI	METRO REGIONA	22.2%
DEPARTMENT OF JUVENI	SANDERSVILLE	25.0%
DEPARTMENT OF LABOR	WARMS SPRING	0.0%
DHR APPALACHIAN	DHR OUTDOOR A	0.0%
DODGE COUNTY	DODGE CO MIDD	0.0%
DODGE COUNTY	SOUTH DODGE E	3.3%
DODGE COUNTY	NORTH DODGE E	7.2%
DOOLY COUNTY	DOOLY CO ELEM	0.0%
DOOLY COUNTY	DOOLY CO MIDD	6.7%
DOUGHERTY COUNTY	ROBERT A CRO	1.5%
DOUGHERTY COUNTY	INTERNATIONAL	3.5%
DOUGHERTY COUNTY	LAKE PARK ELE	5.3%
DOUGHERTY COUNTY	LIVE OAK ELEM	5.8%
DOUGHERTY COUNTY	DOUGHERTY MID	6.3%
DOUGHERTY COUNTY	MERRY ACRES M	7.4%
DOUGHERTY COUNTY	RADIUM SPR MI	8.3%
DOUGHERTY COUNTY	SOUTHSIDE MID	9.7%
DOUGHERTY COUNTY	ALBANY MIDDLE	13.1%
DOUGHERTY COUNTY	LINCOLN ELEME	14.3%
DOUGHERTY COUNTY	MAGNOLIA ELEM	18.2%
DOUGHERTY COUNTY	RADIUM SPRING	21.4%
DOUGHERTY COUNTY	SYLVESTER ROA	22.2%
DOUGHERTY COUNTY	LAMAR REESE S	22.7%
DOUGHERTY COUNTY	SHERWOOD ACRE	25.0%
DOUGHERTY COUNTY	MORNINGSIDE E	31.6%
DOUGHERTY COUNTY	ALICE COACHMA	31.7%
DOUGHERTY COUNTY	TURNER ELEMEN	39.4%
DOUGHERTY COUNTY	MARTIN LUTHER	45.6%
DOUGHERTY COUNTY	NORTHSIDE ELE	52.2%
DOUGHERTY COUNTY	NEW JACKSON H	57.9%

DOUGHERTY COUNTY	WEST TOWN ELE	77.2%
DOUGLAS COUNTY	INNER HARBOUR	0.0%
DOUGLAS COUNTY	FAIRPLAY MIDD	0.0%
DOUGLAS COUNTY	BURNETT ELEME	0.0%
DOUGLAS COUNTY	BEULAH ELEMEN	0.0%
DOUGLAS COUNTY	DORSETT SHOAL	0.0%
DOUGLAS COUNTY	ANNETTE WINN	0.0%
DOUGLAS COUNTY	MOUNT CARMEL	0.0%
DOUGLAS COUNTY	SOUTH DOUGLAS	0.0%
DOUGLAS COUNTY	BRIGHT STAR E	0.0%
DOUGLAS COUNTY	FACTORY SHOAL	0.0%
DOUGLAS COUNTY	FACTORY SHL M	0.0%
DOUGLAS COUNTY	SWEETWATER EL	0.0%
DOUGLAS COUNTY	CHAPEL HILL E	0.0%
DOUGLAS COUNTY	YEAGER MIDDLE	0.0%
DOUGLAS COUNTY	BILL ARP ELEM	0.0%
DOUGLAS COUNTY	CHESTNUT LOG	0.0%
DOUGLAS COUNTY	MIRROR LAKE E	1.0%
DOUGLAS COUNTY	ARBOR STATION	1.1%
DOUGLAS COUNTY	HOLLY SPRINGS	1.2%
DOUGLAS COUNTY	LITHIA SPRING	1.3%
DOUGLAS COUNTY	WINSTON ELEME	1.9%
DOUGLAS COUNTY	BRIGHTEN ACAD	2.1%
DOUGLAS COUNTY	EASTSIDE ELEM	2.2%
DOUGLAS COUNTY	NEW MANCHESTE	2.3%
DOUGLAS COUNTY	NORTH DOUGLAS	3.2%
DOUGLAS COUNTY	CHAPEL HILL M	3.3%
DOUGLAS COUNTY	TURNER MIDDLE	3.3%
DOUGLAS COUNTY	STEWART MIDDL	3.9%
DUBLIN CITY	COMMUNITY HOP	0.0%
DUBLIN CITY	MOORE STREET	0.0%
DUBLIN CITY	SAXON HEIGHTS	1.3%
DUBLIN CITY	DUBLIN MIDDLE	2.0%
DUBLIN CITY	SUSIE DASHER	16.7%
EARLY COUNTY	EARLY CO ELEM	2.0%
EARLY COUNTY	EARLY CO MIDD	2.4%
ECHOLS COUNTY	ECHOLS CO HIG	0.0%
EFFINGHAM COUNTY	SAND HILL ELE	0.0%
EFFINGHAM COUNTY	BLANDFORD ELE	0.0%
EFFINGHAM COUNTY	EFFINGHAM CO	0.0%
EFFINGHAM COUNTY	RINCON ELEMEN	0.0%
EFFINGHAM COUNTY	EBENEZER ELEM	0.0%
EFFINGHAM COUNTY	MARLOW ELEMEN	0.0%
EFFINGHAM COUNTY	S EFFINGHAM M	0.0%
EFFINGHAM COUNTY	EBENEZER MIDD	0.0%
EFFINGHAM COUNTY	SPRINGFIELD E	0.9%
EFFINGHAM COUNTY	GUYTON ELEMEN	1.1%
EFFINGHAM COUNTY	S EFFINGHAM E	2.5%
ELBERT COUNTY	BOWMAN ELEMEN	0.0%
ELBERT COUNTY	BLACKWELL ELE	0.0%
ELBERT COUNTY	FALLING CREEK	0.0%

ELBERT COUNTY	DOVES CREEK E	0.0%
ELBERT COUNTY	BEAVERDAM ELE	0.0%
ELBERT COUNTY	ELBERT CO MID	2.2%
EMANUEL COUNTY	SWAINSBORO MI	0.7%
EMANUEL COUNTY	SWAINSBORO EL	0.8%
EMANUEL COUNTY	SWAINSBORO PR	2.8%
EMANUEL COUNTY	EMANUEL CO IN	3.9%
EMANUEL COUNTY	ADRIAN SCHOOLSL	5.1%
EMANUEL COUNTY	TWIN CITY ELE	6.9%
EVANS COUNTY	CLAXTON ELEME	5.1%
EVANS COUNTY	CLAXTON MIDDL	6.0%
FANNIN COUNTY	FANNIN CO MID	0.0%
FANNIN COUNTY	WEST FANNIN E	0.0%
FANNIN COUNTY	BLUE RIDGE EL	3.2%
FANNIN COUNTY	EAST FANNIN E	3.6%
FAYETTE COUNTY	BENNETT S MIL	0.0%
FAYETTE COUNTY	TYRONE ELEMEN	0.0%
FAYETTE COUNTY	HOOD AVENUE P	0.0%
FAYETTE COUNTY	FAYETTE MIDDL	0.0%
FAYETTE COUNTY	WHITEWATER MI	0.0%
FAYETTE COUNTY	PEACHTREE CIT	0.0%
FAYETTE COUNTY	FLAT ROCK MID	0.0%
FAYETTE COUNTY	BROOKS ELEMEN	0.0%
FAYETTE COUNTY	OAK GROVE ELE	0.0%
FAYETTE COUNTY	FAYETTEVILLE	0.0%
FAYETTE COUNTY	CRABAPPLE LAN	0.0%
FAYETTE COUNTY	INMAN ELEMENT	0.0%
FAYETTE COUNTY	BRAELINN ELEM	0.0%
FAYETTE COUNTY	HUDDLESTON EL	0.0%
FAYETTE COUNTY	SARA HARP MIN	0.0%
FAYETTE COUNTY	ROBERT J BUR	0.0%
FAYETTE COUNTY	BOOTH MIDDLE	0.0%
FAYETTE COUNTY	CLEVELAND ELE	1.3%
FAYETTE COUNTY	KEDRON ELEMEN	1.3%
FAYETTE COUNTY	NORTH FAYETTE	1.6%
FAYETTE COUNTY	PEEPLES ELEME	2.1%
FAYETTE COUNTY	SPRING HILL E	2.8%
FAYETTE COUNTY	RISING STARR	3.2%
FLOYD COUNTY	PEPPERELL ELE	0.0%
FLOYD COUNTY	MODEL MIDDLE	0.0%
FLOYD COUNTY	ARMUCHEE MIDD	0.0%
FLOYD COUNTY	COOSA MIDDLE	0.0%
FLOYD COUNTY	PEPPERELL MID	0.0%
FLOYD COUNTY	MIDWAY PRIMAR	0.0%
FLOYD COUNTY	MCHENRY PRIMA	0.0%
FLOYD COUNTY	GLENWOOD PRIM	0.0%
FLOYD COUNTY	CAVE SPRING E	0.0%
FLOYD COUNTY	ALTO PARK ELE	0.0%
FLOYD COUNTY	PEPPERELL PRI	0.0%
FLOYD COUNTY	ARMUCHEE ELEM	1.3%
FLOYD COUNTY	JOHNSON ELEME	1.4%

FLOYD COUNTY	MODEL ELEMENT	2.3%
FLOYD COUNTY	GARDEN LAKES	4.0%
FORSYTH COUNTY	RIVERWATCH MI	0.0%
FORSYTH COUNTY	VICKERY CREEK	0.0%
FORSYTH COUNTY	LIBERTY MIDDL	0.0%
FORSYTH COUNTY	PINEY GROVE M	0.0%
FORSYTH COUNTY	NORTH FORSYTH	0.0%
FORSYTH COUNTY	OTWELL MIDDLE	0.0%
FORSYTH COUNTY	MIDWAY ELEMEN	0.0%
FORSYTH COUNTY	COAL MOUNTAIN	0.0%
FORSYTH COUNTY	MATT ELEMENTA	0.0%
FORSYTH COUNTY	SILVER CITY E	0.0%
FORSYTH COUNTY	CUMMING ELEME	0.0%
FORSYTH COUNTY	SAWNEE ELEMEN	0.0%
FORSYTH COUNTY	LITTLE MILL M	0.0%
FORSYTH COUNTY	S FORSYTH M	0.0%
FORSYTH COUNTY	DAVES CREEK E	0.8%
FORSYTH COUNTY	JOHNS CREEK E	0.8%
FORSYTH COUNTY	CHESTATEE ELE	0.8%
FORSYTH COUNTY	BIG CREEK ELE	0.9%
FORSYTH COUNTY	CHATTAHOO ELE	0.9%
FORSYTH COUNTY	MASHBURN ELEM	1.1%
FORSYTH COUNTY	VICKERY CRK E	1.1%
FORSYTH COUNTY	SHILOH POINT	1.3%
FORSYTH COUNTY	SETTLES BRIDG	1.6%
FORSYTH COUNTY	SHARON ELEMEN	3.0%
FRANKLIN COUNTY	ROYSTON ELEME	0.0%
FRANKLIN COUNTY	CARNESVILLE E	0.0%
FRANKLIN COUNTY	LAVONIA ELEME	0.0%
FRANKLIN COUNTY	FRANKLIN CO M	0.0%
FRANKLIN COUNTY	CENTRAL FRANK	1.6%
FULTON COUNTY	FULTON SCIENC	0.0%
FULTON COUNTY	RIVER TRAIL M	0.0%
FULTON COUNTY	HOPEWELL MIDD	0.0%
FULTON COUNTY	TAYLOR ROAD M	0.0%
FULTON COUNTY	HAYNES BRIDGE	0.0%
FULTON COUNTY	MEDLOCK BRIDG	0.0%
FULTON COUNTY	SANDY SPRINGS	0.0%
FULTON COUNTY	RIDGEVIEW CHA	0.0%
FULTON COUNTY	ELKINS POINTE	0.0%
FULTON COUNTY	GEORGIA BAPTI	0.0%
FULTON COUNTY	NORTHWESTERN	0.0%
FULTON COUNTY	HOLCOMB BRIDG	0.0%
FULTON COUNTY	AMANA ACADEMY	0.0%
FULTON COUNTY	LAKE FOREST E	0.0%
FULTON COUNTY	ALPHARETTA EL	0.0%
FULTON COUNTY	STATE BRIDGE	0.0%
FULTON COUNTY	HEMBREE SPRIN	0.0%
FULTON COUNTY	JACKSON ELEME	0.0%
FULTON COUNTY	CRABAPPLE CRO	0.0%
FULTON COUNTY	FINDLEY OAKS	0.0%

FULTON COUNTY	OCEE ELEMENTA	0.0%
FULTON COUNTY	WILSON CREEK	0.0%
FULTON COUNTY	CREEK VIEW EL	0.0%
FULTON COUNTY	DOLVIN ELEMEN	0.0%
FULTON COUNTY	SUMMIT HILL E	0.0%
FULTON COUNTY	MCNAIR MIDDLE	0.0%
FULTON COUNTY	WEBB BRIDGE M	0.5%
FULTON COUNTY	SWEET APPLE E	0.7%
FULTON COUNTY	MOUNTAIN PARK	0.8%
FULTON COUNTY	COGBURN WOODS	0.9%
FULTON COUNTY	E C WEST ELEM	1.0%
FULTON COUNTY	SHAKERAG ELEM	1.0%
FULTON COUNTY	RENAISSANCE M	1.1%
FULTON COUNTY	RIVER EVES EL	1.1%
FULTON COUNTY	BARNWELL ELEM	1.1%
FULTON COUNTY	HILLSIDE ELEM	1.1%
FULTON COUNTY	LAKE WINDWARD	1.3%
FULTON COUNTY	NORTHWOOD ELE	1.8%
FULTON COUNTY	MOUNT OLIVE E	1.9%
FULTON COUNTY	CAMPBELL ELEM	2.0%
FULTON COUNTY	WOODLAND ELEM	2.0%
FULTON COUNTY	KIPP S FULTO	2.6%
FULTON COUNTY	MANNING OAKS	2.6%
FULTON COUNTY	PALMETTO ELEM	2.7%
FULTON COUNTY	LIBERTY POINT	2.7%
FULTON COUNTY	MIMOSA ELEMEN	2.7%
FULTON COUNTY	DUNWOODY SPRI	3.4%
FULTON COUNTY	SPALDING DRIV	3.4%
FULTON COUNTY	ABBOTTS HILL	4.2%
FULTON COUNTY	RENAISSANCE E	4.4%
FULTON COUNTY	NEW PROSPECT	4.9%
FULTON COUNTY	HEARDS FERRY	6.3%
FULTON COUNTY	OAKLEY ELEMEN	6.3%
FULTON COUNTY	HAPEVILLE ELE	6.4%
FULTON COUNTY	HIGH POINT EL	6.7%
FULTON COUNTY	HERITAGE ELEM	6.7%
FULTON COUNTY	COLLEGE PARK	6.9%
FULTON COUNTY	CRABAPPLE MID	7.1%
FULTON COUNTY	SANDTOWN MIDD	7.4%
FULTON COUNTY	OAK KNOLL ELE	7.7%
FULTON COUNTY	BETHUNE ELEME	8.0%
FULTON COUNTY	AUTREY MILL M	8.3%
FULTON COUNTY	PARKLANE ELEM	8.3%
FULTON COUNTY	ROSWELL NORTH	8.8%
FULTON COUNTY	BROOKVIEW ELE	10.3%
FULTON COUNTY	PAUL D WEST	12.3%
FULTON COUNTY	BEAR CREEK MI	12.5%
FULTON COUNTY	STONEWALL TEL	12.6%
FULTON COUNTY	LEE ELEMENTAR	12.6%
FULTON COUNTY	NOLAN ELEMENT	13.0%
FULTON COUNTY	HAMILTON E H	13.2%

FULTON COUNTY	TUBMAN ELEMEN	13.6%
FULTON COUNTY	CAMP CREEK MI	18.5%
FULTON COUNTY	CONLEY HILLS	19.6%
FULTON COUNTY	S L LEWIS ELE	22.5%
FULTON COUNTY	RANDOLPH ELEM	23.6%
FULTON COUNTY	WOODLAND MIDD	29.9%
FULTON COUNTY	HAPEVILLE CHA	44.4%
FULTON COUNTY	GULLATT ELEME	44.9%
GAINESVILLE CITY	ENOTA ELEMENT	0.0%
GAINESVILLE CITY	CENTENNIAL EL	0.0%
GAINESVILLE CITY	GAINESVILLE M	2.9%
GAINESVILLE CITY	NEW HOLLAND E	4.5%
GAINESVILLE CITY	FAIR STREET E	13.9%
GAINESVILLE CITY	GAINESVILLE E	25.6%
GEORGIA ACADEMY FOR	GEORGIA ACADE	4.2%
GEORGIA SCHOOLS	GEORGIA SCHOOLS	0.0%
GILMER COUNTY	OAKLAND ELEME	0.0%
GILMER COUNTY	ELLIJAY PRIMA	0.0%
GILMER COUNTY	MOUNTAIN VIEW	0.0%
GILMER COUNTY	ELLIJAY ELEME	0.0%
GILMER COUNTY	GILMER MIDDLE	0.0%
GILMER COUNTY	CLEAR CREEK M	0.0%
GLASCOCK COUNTY	GLASCOCK COUN	0.0%
GLYNN COUNTY	MORNINGSTAR T	0.0%
GLYNN COUNTY	RISLEY MIDDLE	0.0%
GLYNN COUNTY	BURROUGHS MOL	0.0%
GLYNN COUNTY	STERLING ELEM	0.0%
GLYNN COUNTY	GLYNDALE ELEM	0.0%
GLYNN COUNTY	ST SIMONS EL	0.0%
GLYNN COUNTY	GOODYEAR ELEM	0.0%
GLYNN COUNTY	OGLETHORPE PO	0.0%
GLYNN COUNTY	GLYNN MIDDLE	0.0%
GLYNN COUNTY	NEEDWOOD MIDD	0.0%
GLYNN COUNTY	JANE MACON MI	0.8%
GLYNN COUNTY	GOLDEN ISLES	1.1%
GLYNN COUNTY	GREER ELEMENT	1.3%
GLYNN COUNTY	ALTAMA ELEMEN	1.3%
GLYNN COUNTY	SATILLA MARSH	2.2%
GORDON COUNTY	DOWNING CLAR	0.0%
GORDON COUNTY	FAIRMOUNT ELE	0.0%
GORDON COUNTY	SWAIN ELEMENT	0.0%
GORDON COUNTY	TOLBERT ELEME	0.0%
GORDON COUNTY	BELWOOD ELEME	0.0%
GORDON COUNTY	RED BUD ELEME	0.0%
GORDON COUNTY	ASHWORTH MIDD	4.8%
GORDON COUNTY	SONORAVILLE E	5.3%
GRADY COUNTY	WASHINGTON MI	0.0%
GRADY COUNTY	WHIGHAM ELEME	0.0%
GRADY COUNTY	EASTSIDE ELEM	0.0%
GRADY COUNTY	NORTHSIDE ELE	2.1%
GRADY COUNTY	SOUTHSIDE ELE	2.2%

GRADY COUNTY	SHIVER ELEMEN	3.6%
GREENE COUNTY	LAKE OCONEE C	0.0%
GREENE COUNTY	ANITA WHITE C	0.0%
GREENE COUNTY	UNION POINT E	0.0%
GREENE COUNTY	GREENSBORO EL	9.0%
GWINNETT COUNTY	GWINNETT INTE	0.0%
GWINNETT COUNTY	NEW LIFE ACAD	0.0%
GWINNETT COUNTY	GWINNETT EDUC	0.0%
GWINNETT COUNTY	MULBERRY ELEM	0.0%
GWINNETT COUNTY	HARMONY ELEME	0.0%
GWINNETT COUNTY	MOUNTAIN PARK	0.0%
GWINNETT COUNTY	ANNISTOWN ELE	0.0%
GWINNETT COUNTY	DYER ELEMENTA	0.0%
GWINNETT COUNTY	PARTEE ELEMEN	0.0%
GWINNETT COUNTY	SIMPSON ELEME	0.0%
GWINNETT COUNTY	HARRIS ELEMEN	0.0%
GWINNETT COUNTY	ARCADO ELEMEN	0.0%
GWINNETT COUNTY	SUWANEE ELEME	0.0%
GWINNETT COUNTY	CAMP CREEK EL	0.0%
GWINNETT COUNTY	ROSEBUD ELEME	0.0%
GWINNETT COUNTY	FIVE FORKS MI	0.0%
GWINNETT COUNTY	GRAYSON ELEME	0.0%
GWINNETT COUNTY	TAYLOR ELEMEN	0.0%
GWINNETT COUNTY	SUGAR HILL EL	0.0%
GWINNETT COUNTY	LILBURN MIDDL	0.0%
GWINNETT COUNTY	JACKSON ELEME	0.0%
GWINNETT COUNTY	FRANK N OSBO	0.0%
GWINNETT COUNTY	MARGARET WINN	0.5%
GWINNETT COUNTY	SIMONTON ELEM	0.5%
GWINNETT COUNTY	RIVERSIDE ELE	0.5%
GWINNETT COUNTY	SYCAMORE ELEM	0.5%
GWINNETT COUNTY	MCCONNELL MID	0.6%
GWINNETT COUNTY	MINOR ELEMENT	0.6%
GWINNETT COUNTY	PHARR ELEMENT	0.6%
GWINNETT COUNTY	DUNCAN CREEK	0.6%
GWINNETT COUNTY	LEVEL CREEK E	0.6%
GWINNETT COUNTY	BETHESDA ELEM	0.6%
GWINNETT COUNTY	HARBINS ELEME	0.6%
GWINNETT COUNTY	SUSAN STRIPLI	0.6%
GWINNETT COUNTY	PUCKETT S MIL	0.6%
GWINNETT COUNTY	PARSONS ELEME	0.7%
GWINNETT COUNTY	BRITT ELEMENT	0.7%
GWINNETT COUNTY	ROCK SPRINGS	0.7%
GWINNETT COUNTY	GWIN OAKS ELE	0.7%
GWINNETT COUNTY	CREEKLAND MID	0.7%
GWINNETT COUNTY	ALCOVA ELEMEN	0.7%
GWINNETT COUNTY	DULUTH MIDDLE	0.8%
GWINNETT COUNTY	FORT DANIEL E	0.8%
GWINNETT COUNTY	CHARLES BRANT	0.8%
GWINNETT COUNTY	TRIP ELEMENTA	0.8%
GWINNETT COUNTY	IVY CREEK ELE	0.9%

GWINNETT COUNTY	GLENN C JONE	0.9%
GWINNETT COUNTY	LANIER MIDDLE	0.9%
GWINNETT COUNTY	SHILOH ELEMEN	0.9%
GWINNETT COUNTY	TRICKUM MIDDL	1.0%
GWINNETT COUNTY	HULL MIDDLE S	1.0%
GWINNETT COUNTY	ALTON C CREW	1.0%
GWINNETT COUNTY	MEADOWCREEK E	1.1%
GWINNETT COUNTY	CRAIG ELEMENT	1.2%
GWINNETT COUNTY	LOVIN ELEMENT	1.2%
GWINNETT COUNTY	FREEMAN S MIL	1.2%
GWINNETT COUNTY	J A ALFORD EL	1.2%
GWINNETT COUNTY	MCKENDREE ELE	1.3%
GWINNETT COUNTY	SNELLVILLE MI	1.3%
GWINNETT COUNTY	DACULA ELEMEN	1.3%
GWINNETT COUNTY	BERKELEY LAKE	1.3%
GWINNETT COUNTY	SHILOH MIDDLE	1.4%
GWINNETT COUNTY	LILBURN ELEME	1.4%
GWINNETT COUNTY	NORCROSS ELEM	1.4%
GWINNETT COUNTY	CEDAR HILL EL	1.5%
GWINNETT COUNTY	M H MASON ELE	1.6%
GWINNETT COUNTY	BENEFIELD ES	1.7%
GWINNETT COUNTY	BROOKWOOD ELE	2.0%
GWINNETT COUNTY	DACULA MIDDLE	2.0%
GWINNETT COUNTY	PATRICK ELEME	2.2%
GWINNETT COUNTY	RICHARDS MIDD	2.2%
GWINNETT COUNTY	SWEETWATER MI	2.2%
GWINNETT COUNTY	NORTON ELEMEN	2.3%
GWINNETT COUNTY	PINCKNEYVILLE	2.4%
GWINNETT COUNTY	CHATTAHOOCHEE	2.4%
GWINNETT COUNTY	CENTERVILLE E	2.6%
GWINNETT COUNTY	SUMMEROUR MID	2.6%
GWINNETT COUNTY	LAWRENCEVILLE	2.6%
GWINNETT COUNTY	BEAVER RIDGE	2.7%
GWINNETT COUNTY	BERKMAR MIDDL	2.8%
GWINNETT COUNTY	HOPKINS ELEME	2.9%
GWINNETT COUNTY	W J COOPER	3.0%
GWINNETT COUNTY	WALNUT GROVE	3.0%
GWINNETT COUNTY	MAGILL ELEMEN	3.1%
GWINNETT COUNTY	LOUISE RADLOF	4.0%
GWINNETT COUNTY	ROCKBRIDGE EL	4.5%
GWINNETT COUNTY	HEAD ELEMENTA	4.6%
GWINNETT COUNTY	PEACHTREE ELE	4.7%
GWINNETT COUNTY	KANOHEDA ELEM	4.8%
GWINNETT COUNTY	KNIGHT ELEMEN	5.1%
GWINNETT COUNTY	CORLEY ELEMEN	5.8%
GWINNETT COUNTY	NESBIT ELEMEN	6.6%
HABERSHAM COUNTY	HAZEL GROVE E	0.0%
HABERSHAM COUNTY	LEVEL GROVE E	0.0%
HABERSHAM COUNTY	CORNELIA ELEM	1.3%
HABERSHAM COUNTY	DEMOREST ELEM	1.7%
HABERSHAM COUNTY	NORTH HABERSH	1.7%

HABERSHAM COUNTY	SOUTH HABERSH	1.9%
HABERSHAM COUNTY	CLARKESVILLE	5.3%
HABERSHAM COUNTY	BALDWIN ELEME	6.7%
HABERSHAM COUNTY	WOODVILLE ELE	7.7%
HABERSHAM COUNTY	FAIRVIEW ELEM	11.8%
HALL COUNTY	LANIER CAREER	0.0%
HALL COUNTY	ALPINE PSYCHO	0.0%
HALL COUNTY	CHICOPEE ELEM	0.0%
HALL COUNTY	LULA ELEMENTA	0.0%
HALL COUNTY	FLOWERY BRANC	0.0%
HALL COUNTY	NORTH HALL MI	0.0%
HALL COUNTY	EAST HALL MID	0.0%
HALL COUNTY	SPOUT SPRINGS	0.8%
HALL COUNTY	CHESTATEE MID	1.0%
HALL COUNTY	FRIENDSHIP EL	1.0%
HALL COUNTY	SARDIS ELEMEN	1.0%
HALL COUNTY	C W DAVIS MID	1.1%
HALL COUNTY	TADMORE ELEME	1.1%
HALL COUNTY	LANIER ELEMEN	1.1%
HALL COUNTY	OAKWOOD ELEME	1.5%
HALL COUNTY	MCEVER ELEMEN	1.8%
HALL COUNTY	RIVERBEND ELE	2.1%
HALL COUNTY	MYERS ELEMENT	2.1%
HALL COUNTY	WEST HALL MID	2.1%
HALL COUNTY	MARTIN ELEMEN	2.2%
HALL COUNTY	SOUTH HALL MI	2.4%
HALL COUNTY	WAUKA MOUNTAI	2.5%
HALL COUNTY	MOUNT VERNON	3.2%
HALL COUNTY	WORLD LANGUAG	4.4%
HALL COUNTY	SUGAR HILL EL	5.1%
HALL COUNTY	JONES ELEMENT	5.6%
HALL COUNTY	CHESTNUT MOUN	6.1%
HALL COUNTY	LYMAN HALL	6.3%
HALL COUNTY	WHITE SULPHUR	6.9%
HANCOCK COUNTY	HANCOCK MIDDL	6.3%
HANCOCK COUNTY	LEWIS ELEMENT	17.3%
HARALSON COUNTY	TALLAPOOSA P	0.0%
HARALSON COUNTY	BUCHANAN ELEM	0.0%
HARALSON COUNTY	HARALSON CO M	0.0%
HARALSON COUNTY	BUCHANAN PRIM	1.6%
HARALSON COUNTY	WEST HARALSON	1.9%
HARRIS COUNTY	HARRIS CO CAR	0.0%
HARRIS COUNTY	PARK ELEMENTA	1.4%
HARRIS COUNTY	PINE RIDGE EL	2.3%
HARRIS COUNTY	MULBERRY CREE	4.2%
HARRIS COUNTY	NEW MOUNTAIN	8.7%
HART COUNTY	HART COUNTY A	0.0%
HART COUNTY	HARTWELL ELEM	0.0%
HART COUNTY	SOUTH HART EL	0.0%
HART COUNTY	HART COUNTY M	0.8%
HART COUNTY	NORTH HART EL	3.4%

HEARD COUNTY	CENTRALHATCHE	0.0%
HEARD COUNTY	HEARD CO MIDD	0.9%
HEARD COUNTY	EPHESUS ELEME	3.7%
HEARD COUNTY	HEARD ELEMENT	5.8%
HENRY COUNTY	COTTON INDIAN	0.0%
HENRY COUNTY	PATE S CREEK	0.0%
HENRY COUNTY	MOUNT CARMEL	0.0%
HENRY COUNTY	STOCKBRIDGE M	0.0%
HENRY COUNTY	NEW HOPE ELEM	0.0%
HENRY COUNTY	FLIPPEN ELEME	0.0%
HENRY COUNTY	LOCUST GROVE	0.0%
HENRY COUNTY	WOODLAND MIDD	0.0%
HENRY COUNTY	UNITY GROVE E	0.0%
HENRY COUNTY	OLA MIDDLE SC	0.3%
HENRY COUNTY	WALNUT CREEK	1.2%
HENRY COUNTY	MCDONOUGH ELE	1.2%
HENRY COUNTY	PLEASANT GROV	1.3%
HENRY COUNTY	LUELLA MIDDLE	1.5%
HENRY COUNTY	HENRY CO MIDD	1.6%
HENRY COUNTY	DUTCHTOWN MID	1.7%
HENRY COUNTY	STOCKBRIDGE E	1.9%
HENRY COUNTY	DUTCHTOWN ELE	2.2%
HENRY COUNTY	LUELLA ELEMEN	2.5%
HENRY COUNTY	AUSTIN ROAD E	2.9%
HENRY COUNTY	EAGLE S LANDI	2.9%
HENRY COUNTY	HAMPTON ELEME	3.1%
HENRY COUNTY	UNION GROVE M	3.3%
HENRY COUNTY	BETHLEHEM ELE	3.6%
HENRY COUNTY	PATRICK HENRY	3.7%
HENRY COUNTY	EAST LAKE ELE	3.8%
HENRY COUNTY	HICKORY FLAT	4.0%
HENRY COUNTY	OLA ELEMENTAR	4.2%
HENRY COUNTY	WOODLAND ELEM	4.9%
HENRY COUNTY	RED OAK ELEME	5.1%
HENRY COUNTY	WESLEY LAKES	5.4%
HENRY COUNTY	TUSSAHAW ELEM	5.9%
HENRY COUNTY	OAKLAND ELEME	6.7%
HENRY COUNTY	SMITH BARNES	7.4%
HENRY COUNTY	AUSTIN ROAD M	8.5%
HENRY COUNTY	ROCK SPRING E	8.6%
HENRY COUNTY	TIMBER RIDGE	11.7%
HENRY COUNTY	FAIRVIEW ELEM	12.5%
HOUSTON COUNTY	MOSSY CREEK M	0.0%
HOUSTON COUNTY	FEAGIN MILL M	0.0%
HOUSTON COUNTY	NORTHSIDE MID	0.0%
HOUSTON COUNTY	WATSON CENTER	0.0%
HOUSTON COUNTY	HUNTINGTON MI	0.0%
HOUSTON COUNTY	PERRY PRIMARY	0.0%
HOUSTON COUNTY	BONAIRE MIDDL	0.0%
HOUSTON COUNTY	LINWOOD ELEME	0.0%
HOUSTON COUNTY	LAKE JOY PRIM	0.0%

HOUSTON COUNTY	WESTSIDE ELEM	0.0%
HOUSTON COUNTY	TUCKER ELEMEN	0.0%
HOUSTON COUNTY	KINGS CHAPEL	0.0%
HOUSTON COUNTY	PERDUE ELEMEN	0.0%
HOUSTON COUNTY	PARKWOOD ELEM	0.0%
HOUSTON COUNTY	EAGLE SPRINGS	0.0%
HOUSTON COUNTY	RUSSELL ELEME	0.0%
HOUSTON COUNTY	PERRY MIDDLE	1.0%
HOUSTON COUNTY	CENTERVILLE E	1.2%
HOUSTON COUNTY	HILLTOP ELEME	1.2%
HOUSTON COUNTY	BONAIRE ELEME	1.3%
HOUSTON COUNTY	QUAIL RUN ELE	1.3%
HOUSTON COUNTY	MATTHEW ARTHU	1.3%
HOUSTON COUNTY	LAKE JOY ELEM	1.3%
HOUSTON COUNTY	MORNINGSIDE E	1.5%
HOUSTON COUNTY	SHIRLEY HILLS	1.5%
HOUSTON COUNTY	LINDSEY ELEME	1.8%
HOUSTON COUNTY	WARNER ROBINS	2.1%
HOUSTON COUNTY	NORTHSIDE ELE	2.6%
HOUSTON COUNTY	THOMSON MIDDL	2.8%
HOUSTON COUNTY	DAVID A PERDU	5.8%
HOUSTON COUNTY	MILLER ELEMEN	5.8%
HOUSTON COUNTY	PEARL STEPHEN	9.5%
IRWIN COUNTY	IRWIN CO MIDD	0.0%
IRWIN COUNTY	IRWIN CO ELEM	0.0%
IVY PREP	IVY PREPARATO	5.6%
JACKSON COUNTY	W JACKSON PRI	0.0%
JACKSON COUNTY	W JACKSON INT	0.0%
JACKSON COUNTY	EAST JACK ELE	0.0%
JACKSON COUNTY	BENTON ELEMEN	0.0%
JACKSON COUNTY	MAYSVILLE ELE	0.0%
JACKSON COUNTY	KINGS BRIDGE	0.0%
JACKSON COUNTY	EAST JACK MID	0.0%
JACKSON COUNTY	GUM SPRINGS E	0.0%
JACKSON COUNTY	W JACKSON MID	0.0%
JACKSON COUNTY	NORTH JACKSON	2.0%
JACKSON COUNTY	SOUTH JACKSON	2.2%
JASPER COUNTY	WASHINGTON PA	0.0%
JASPER COUNTY	JASPER CO PRI	1.8%
JASPER COUNTY	JASPER CO MID	3.2%
JEFF DAVIS COUNTY	JEFF DAVIS MI	0.0%
JEFF DAVIS COUNTY	JEFF DAVIS EL	0.0%
JEFF DAVIS COUNTY	JEFF DAVIS SC	3.8%
JEFFERSON CITY	JEFFERSON ELE	0.0%
JEFFERSON CITY	JEFFERSON ACA	1.1%
JEFFERSON CITY	JEFFERSON MID	1.7%
JEFFERSON COUNTY	CARVER ELEMEN	0.0%
JEFFERSON COUNTY	LOUISVILLE MI	4.0%
JEFFERSON COUNTY	WRENS MIDDLE	10.4%
JEFFERSON COUNTY	WRENS ELEMENT	11.1%
JEFFERSON COUNTY	LOUISVILLE AC	12.8%

JENKINS COUNTY	JENKINS CO MI	3.6%
JENKINS COUNTY	JENKINS CO EL	7.8%
JOHNSON COUNTY	JOHNSON CO MI	0.0%
JOHNSON COUNTY	JOHNSON CO EL	1.4%
JONES COUNTY	WELLS PRIMARY	0.0%
JONES COUNTY	MATTIE WELLS	0.0%
JONES COUNTY	GRAY ELEMENTA	0.0%
JONES COUNTY	DAMES FERRY E	1.0%
JONES COUNTY	GRAY STATION	4.0%
JONES COUNTY	CLIFTON RIDGE	5.1%
LAMAR COUNTY	LAMAR CO MIDD	0.0%
LAMAR COUNTY	LAMAR CO ELE	1.2%
LAMAR COUNTY	LAMAR CO PRIM	3.0%
LANIER COUNTY	LANIER CO MID	0.0%
LANIER COUNTY	LANIER CO ELE	0.0%
LAURENS COUNTY	EAST LAUREN M	0.0%
LAURENS COUNTY	EAST LAUREN E	0.0%
LAURENS COUNTY	W LAURENS MID	2.8%
LAURENS COUNTY	SOUTHWEST LAU	4.3%
LAURENS COUNTY	EAST LAUREN P	4.5%
LAURENS COUNTY	NORTHWEST LAU	8.7%
LEE COUNTY	KINCHAFOONEE	0.0%
LEE COUNTY	TWIN OAKS ELE	0.0%
LEE COUNTY	LEE COUNTY EL	0.0%
LEE COUNTY	LEE COUNTY MI	0.6%
LEE COUNTY	LEE COUNTY PR	1.4%
LIBERTY COUNTY	LYMAN HALL EL	0.0%
LIBERTY COUNTY	MIDWAY MIDDLE	0.0%
LIBERTY COUNTY	LIBERTY ELEME	1.0%
LIBERTY COUNTY	SNELSON GOLDE	1.2%
LIBERTY COUNTY	JOSEPH MARTIN	1.4%
LIBERTY COUNTY	LEWIS FRASIER	2.3%
LIBERTY COUNTY	TAYLORS CREEK	2.5%
LIBERTY COUNTY	WALDO PAFFORD	2.7%
LIBERTY COUNTY	BUTTON GWINNE	3.7%
LIBERTY COUNTY	JORDYE BACON	5.1%
LIBERTY COUNTY	FRANK LONG EL	6.0%
LINCOLN COUNTY	LINCOLN CO MI	0.0%
LINCOLN COUNTY	LINCOLN CO EL	1.4%
LONG COUNTY	WALKER MIDDLE	0.0%
LONG COUNTY	SMILEY ELEMEN	3.1%
LOWNDES COUNTY	HAHIRA MIDDLE	0.0%
LOWNDES COUNTY	CLYATTVILLE E	0.0%
LOWNDES COUNTY	DEWAR ELEMENT	0.0%
LOWNDES COUNTY	MOULTON BRANC	0.0%
LOWNDES COUNTY	WESTSIDE ELEM	0.0%
LOWNDES COUNTY	LAKE PARK ELE	0.0%
LOWNDES COUNTY	HAHIRA ELEMEN	1.1%
LOWNDES COUNTY	PINE GROVE EL	1.1%
LOWNDES COUNTY	LOWNDES MIDDL	1.5%
LUMPKIN COUNTY	BLACKBURN ELE	0.0%

LUMPKIN COUNTY	LONG BRANCH E	1.5%
LUMPKIN COUNTY	LUMPKIN CO EL	2.2%
LUMPKIN COUNTY	LUMPKIN CO MI	22.2%
MACON COUNTY	MACON CO ELEM	2.4%
MACON COUNTY	MACON CO MIDD	6.7%
MADISON COUNTY	MADISON CO MI	0.0%
MADISON COUNTY	COMER ELEMENT	0.0%
MADISON COUNTY	ILA ELEMENTAR	0.0%
MADISON COUNTY	HULL SANFORD	0.0%
MADISON COUNTY	COLBERT ELEME	0.0%
MADISON COUNTY	DANIELSVILLE	0.0%
MARIETTA CITY	MARIETTA SCH	0.0%
MARIETTA CITY	MARIETTA CHAR	0.0%
MARIETTA CITY	MARIETTA CENT	0.0%
MARIETTA CITY	HICKORY HILLS	0.0%
MARIETTA CITY	BURRUSS ELEME	0.0%
MARIETTA CITY	WEST SIDE ELE	0.0%
MARIETTA CITY	SAWYER ROAD E	0.0%
MARIETTA CITY	PARK STREET E	0.0%
MARIETTA CITY	DUNLEITH ELEM	2.8%
MARIETTA CITY	LOCKHEED ELEM	3.2%
MARIETTA CITY	MARIETTA MIDD	6.3%
MARION COUNTY	MARION MIDDLE	0.0%
MARION COUNTY	L K MOSS PRIM	5.7%
MCDUFFIE COUNTY	THOMSONMCDUFF	0.0%
MCDUFFIE COUNTY	THOMSON MIDDL	0.0%
MCDUFFIE COUNTY	DEARING ELEME	0.0%
MCDUFFIE COUNTY	NORRIS ELEMEN	0.0%
MCDUFFIE COUNTY	THOMSON ELEME	1.0%
MCDUFFIE COUNTY	MAXWELL ELEME	4.8%
MCINTOSH COUNTY	OAK GROVE INT	0.0%
MCINTOSH COUNTY	TODD GRANT EL	3.0%
MCINTOSH COUNTY	MCINTOSH CO M	5.6%
MERIWETHER COUNTY	GREENVILLE MI	0.0%
MERIWETHER COUNTY	GEORGE E WAS	0.0%
MERIWETHER COUNTY	MANCHESTER MI	0.0%
MERIWETHER COUNTY	UNITY ELEMENT	1.8%
MERIWETHER COUNTY	MOUNTAIN VIEW	2.0%
MILLER COUNTY	MILLER CO MID	0.0%
MILLER COUNTY	MILLER CO ELE	2.1%
MITCHELL COUNTY	BACONTON COMM	3.2%
MITCHELL COUNTY	WALKER INMAN	6.7%
MITCHELL COUNTY	MITCHELL CO P	7.8%
MITCHELL COUNTY	MITCHELL CO M	9.3%
MONROE COUNTY	T G SCOTT ELE	0.0%
MONROE COUNTY	BANKS STEPHEN	2.7%
MONROE COUNTY	WILLIAM M HUB	3.1%
MONROE COUNTY	SAMUEL E HUBB	3.8%
MONTGOMERY COUNTY	NEW MONTGOMER	2.8%
MONTGOMERY COUNTY	MONTGOMERY CO	4.2%
MORGAN COUNTY	MORGAN CO MID	0.0%

MORGAN COUNTY	MORGAN CO PRI	0.0%
MORGAN COUNTY	MORGAN CO ELE	5.7%
MURRAY COUNTY	MOUNTAIN CREE	0.0%
MURRAY COUNTY	NORTHWEST ELE	0.0%
MURRAY COUNTY	GLADDEN MIDDL	0.0%
MURRAY COUNTY	WOODLAWN ELEM	0.0%
MURRAY COUNTY	COKER ELEMENT	0.9%
MURRAY COUNTY	ETON ELEMENTA	1.1%
MURRAY COUNTY	NEW BAGLEY MI	2.7%
MURRAY COUNTY	CHATSWORTH EL	2.9%
MURRAY COUNTY	SPRING PLACE	3.2%
MUSCOGEE COUNTY	DOUBLE MIDDLE	0.0%
MUSCOGEE COUNTY	VETERANS MEMO	0.0%
MUSCOGEE COUNTY	RICHARDS MIDD	0.0%
MUSCOGEE COUNTY	BLACKMON ROAD	0.0%
MUSCOGEE COUNTY	DOUBLE CHURCH	0.0%
MUSCOGEE COUNTY	CLUBVIEW ELEM	0.0%
MUSCOGEE COUNTY	MIDLAND ACADE	0.0%
MUSCOGEE COUNTY	DIMON ELEMENT	0.0%
MUSCOGEE COUNTY	MATHEWS ELEME	0.0%
MUSCOGEE COUNTY	GENTIAN ELEME	0.0%
MUSCOGEE COUNTY	ALLEN ELEMENT	0.0%
MUSCOGEE COUNTY	BLANCHARD ELE	0.0%
MUSCOGEE COUNTY	FORT MIDDLE S	0.0%
MUSCOGEE COUNTY	NORTH COLUMBU	0.0%
MUSCOGEE COUNTY	ROTHSCHILD MI	0.8%
MUSCOGEE COUNTY	FOX ELEMENTAR	1.3%
MUSCOGEE COUNTY	EAGLE RIDGE A	1.4%
MUSCOGEE COUNTY	HANNAN ELEMEN	1.6%
MUSCOGEE COUNTY	SOUTH COLUMBU	1.6%
MUSCOGEE COUNTY	BRITT DAVID E	1.7%
MUSCOGEE COUNTY	ARNOLD MIDDLE	2.0%
MUSCOGEE COUNTY	WYNNTON ELEME	2.1%
MUSCOGEE COUNTY	KEY ELEMENTAR	2.2%
MUSCOGEE COUNTY	BENNING HILLS	3.0%
MUSCOGEE COUNTY	WESLEY HEIGHT	3.3%
MUSCOGEE COUNTY	DAWSON ELEMEN	3.7%
MUSCOGEE COUNTY	RIGDON ROAD E	4.2%
MUSCOGEE COUNTY	JOHNSON ELEME	4.2%
MUSCOGEE COUNTY	MIDLAND MIDDL	4.3%
MUSCOGEE COUNTY	RIVER ROAD EL	4.8%
MUSCOGEE COUNTY	EDDY MIDDLE S	5.3%
MUSCOGEE COUNTY	REESE ROAD EL	5.6%
MUSCOGEE COUNTY	LONNIE JACKSO	5.6%
MUSCOGEE COUNTY	FORREST ROAD	7.4%
MUSCOGEE COUNTY	ST MARYS VID	7.9%
MUSCOGEE COUNTY	DOWNTOWN ELEM	8.3%
MUSCOGEE COUNTY	BAKER MIDDLE	9.8%
MUSCOGEE COUNTY	EDGEWOOD ELEM	10.5%
MUSCOGEE COUNTY	MARSHALL MIDD	11.1%
MUSCOGEE COUNTY	EAST COLUMBUS	12.1%

MUSCOGEE COUNTY	GEORGETOWN EL	12.3%
MUSCOGEE COUNTY	CUSSETA ROAD	14.3%
MUSCOGEE COUNTY	MARTIN LUTHER	19.2%
MUSCOGEE COUNTY	WADDELL ELEME	19.7%
MUSCOGEE COUNTY	BREWER ELEMEN	21.7%
MUSCOGEE COUNTY	DAVIS ELEMENT	29.2%
MUSCOGEE COUNTY	MUSCOGEE ELEM	51.9%
NEWTON COUNTY	PROJECT ADVEN	0.0%
NEWTON COUNTY	CHALLENGE CHA	0.0%
NEWTON COUNTY	INDIAN CREEK	0.0%
NEWTON COUNTY	MANSFIELD ELE	0.0%
NEWTON COUNTY	PORTERDALE EL	0.0%
NEWTON COUNTY	PALMER STONE	0.0%
NEWTON COUNTY	OAK HILL ELEM	0.0%
NEWTON COUNTY	LIVINGSTON EL	0.0%
NEWTON COUNTY	FAIRVIEW ELEM	0.0%
NEWTON COUNTY	FICQUETT ELEM	0.0%
NEWTON COUNTY	COUSINS MIDDL	0.7%
NEWTON COUNTY	SOUTH SALEM E	0.9%
NEWTON COUNTY	WEST NEWTON E	1.0%
NEWTON COUNTY	VETERANS MEMO	1.4%
NEWTON COUNTY	ROCKY PLAINS	1.8%
NEWTON COUNTY	MIDDLE RIDGE	2.0%
NEWTON COUNTY	EAST NEWTON E	2.6%
NEWTON COUNTY	HEARD MIXON E	2.8%
NEWTON COUNTY	CLEMENTS MIDD	2.9%
OCONEE COUNTY	MALCOM BRIDGE	0.0%
OCONEE COUNTY	OCONEE CO MID	0.0%
OCONEE COUNTY	OCONEE CO PRI	0.0%
OCONEE COUNTY	ROCKY BRANCH	0.0%
OCONEE COUNTY	MALCOM ELEMEN	0.0%
OCONEE COUNTY	OCONEE CO ELE	0.0%
OCONEE COUNTY	COLHAM FERRY	3.7%
ODYSSEY	ODYSSEY SCH	1.4%
OGLETHORPE COUNTY	OGLETHORPE MI	0.0%
OGLETHORPE COUNTY	OGLETHORPE CO	0.0%
OGLETHORPE COUNTY	OGLETHORPE EL	0.0%
PAULDING COUNTY	NEW GEORGIA E	0.0%
PAULDING COUNTY	RITCH ELEMENT	0.0%
PAULDING COUNTY	DALLAS ELEMEN	0.0%
PAULDING COUNTY	ABNEY ELEMENT	0.0%
PAULDING COUNTY	MCGARITY ELEM	0.0%
PAULDING COUNTY	NORTHSIDE ELE	0.0%
PAULDING COUNTY	HIRAM ELEMENT	0.0%
PAULDING COUNTY	SAM D PANTER	0.0%
PAULDING COUNTY	BESSIE L BAG	0.0%
PAULDING COUNTY	BURNT HICKORY	0.0%
PAULDING COUNTY	SAMMY MCCLURE	0.0%
PAULDING COUNTY	C A ROBERTS	0.0%
PAULDING COUNTY	LILLIAN C POO	0.0%
PAULDING COUNTY	ROLAND W RUS	0.0%

PAULDING COUNTY	IRMA C AUSTIN	0.0%
PAULDING COUNTY	NEBO ELEMENTA	0.0%
PAULDING COUNTY	J A DOBBINS M	0.0%
PAULDING COUNTY	CONNIE DUGAN	0.0%
PAULDING COUNTY	EAST PAUL MID	0.0%
PAULDING COUNTY	LENA MAE MOSE	0.0%
PAULDING COUNTY	HERSCHEL JONE	0.0%
PAULDING COUNTY	S PAULDIN MID	0.7%
PAULDING COUNTY	ALLGOOD ELEM	0.9%
PAULDING COUNTY	FLOYD L SHEL	1.5%
PAULDING COUNTY	UNION ELEMENT	3.8%
PEACH COUNTY	BYRON MIDDLE	0.0%
PEACH COUNTY	HUNT ELEMENTA	0.0%
PEACH COUNTY	BYRON ELEMENT	0.0%
PEACH COUNTY	FORT VALLEY M	1.6%
PEACH COUNTY	HUNT PRIMARY	5.8%
PELHAM CITY	PELHAM CITY M	1.1%
PELHAM CITY	PELHAM ELEMEN	1.1%
PICKENS COUNTY	PICKENS CO MI	0.0%
PICKENS COUNTY	JASPER MIDDLE	0.0%
PICKENS COUNTY	TATE ELEMENTA	0.0%
PICKENS COUNTY	HILL CITY ELE	0.0%
PICKENS COUNTY	HARMONY ELEME	2.0%
PICKENS COUNTY	JASPER ELEMEN	2.7%
PIERCE COUNTY	PATTERSON ELE	0.0%
PIERCE COUNTY	PIERCE CO MID	0.0%
PIERCE COUNTY	BLACKSHEAR EL	8.9%
PIKE COUNTY	PIKE COUNTY P	0.0%
PIKE COUNTY	PIKE COUNTY E	0.9%
PIKE COUNTY	PIKE COUNTY M	0.9%
PIONEER RESA	PIONEER RESA	0.0%
POLK COUNTY	CEDARTOWN MID	0.0%
POLK COUNTY	ROCKMART MIDD	0.0%
POLK COUNTY	HARPST ACADEM	0.0%
POLK COUNTY	GOODYEAR ELEM	1.3%
POLK COUNTY	EASTSIDE ELEM	1.7%
POLK COUNTY	WESTSIDE ELEM	3.7%
POLK COUNTY	CHEROKEE ELEM	3.7%
POLK COUNTY	NORTHSIDE ELE	4.9%
PULASKI COUNTY	PULASKI CO MI	0.0%
PULASKI COUNTY	PULASKI CO EL	0.9%
PUTNAM COUNTY	PUTNAM CO MID	0.0%
PUTNAM COUNTY	PUTNAM CO ELE	2.5%
QUITMAN COUNTY	NEW QUITMAN C	42.4%
RABUN COUNTY	RABUN CO MIDD	0.0%
RABUN COUNTY	RABUN GAP COM	0.0%
RABUN COUNTY	SOUTH RABUN E	0.0%
RABUN COUNTY	RABUN CO ELEM	0.0%
RANDOLPH COUNTY	RANDOLPH MIDD	6.3%
RANDOLPH COUNTY	RANDOLPH CO E	6.9%
RICHMOND COUNTY	AUGUSTA A AN	0.0%

RICHMOND COUNTY	LIGHTHOUSE CA	0.0%
RICHMOND COUNTY	GARRETT ELEME	0.0%
RICHMOND COUNTY	DAVIDSON MAGN	0.0%
RICHMOND COUNTY	HAINS ELEMENT	0.0%
RICHMOND COUNTY	TUTT MIDDLE S	0.0%
RICHMOND COUNTY	WALKER TRADIT	0.0%
RICHMOND COUNTY	MORGAN ROAD M	0.0%
RICHMOND COUNTY	MURPHEY MIDDL	0.0%
RICHMOND COUNTY	SEGO MIDDLE S	0.0%
RICHMOND COUNTY	LANGFORD MIDD	0.9%
RICHMOND COUNTY	GLENN HILLS E	0.9%
RICHMOND COUNTY	GOSHEN ELEMEN	1.6%
RICHMOND COUNTY	HEPHZIBAH ELE	1.7%
RICHMOND COUNTY	SOUTHSIDE ELE	1.8%
RICHMOND COUNTY	TERRACE MANOR	2.1%
RICHMOND COUNTY	DEER CHASE EL	2.2%
RICHMOND COUNTY	HEPHZIBAH MID	2.4%
RICHMOND COUNTY	LAKE FOREST H	2.9%
RICHMOND COUNTY	WINDSOR SPRIN	3.0%
RICHMOND COUNTY	SPIRIT CREEK	3.2%
RICHMOND COUNTY	TUBMAN MIDDLE	3.3%
RICHMOND COUNTY	MEADOWBROOK E	3.4%
RICHMOND COUNTY	MERRY ELEMENT	3.9%
RICHMOND COUNTY	MCBEAN ELEMEN	4.3%
RICHMOND COUNTY	GRACEWOOD ELE	4.8%
RICHMOND COUNTY	WILLIS FOREMA	5.0%
RICHMOND COUNTY	SUE REYNOLDS	5.9%
RICHMOND COUNTY	MONTE SANO EL	6.7%
RICHMOND COUNTY	WILKINSON GAR	6.7%
RICHMOND COUNTY	TOBACCO ROAD	6.7%
RICHMOND COUNTY	GLENN HILLS M	6.8%
RICHMOND COUNTY	ROLLINS ELEME	7.0%
RICHMOND COUNTY	NATIONAL HILL	7.1%
RICHMOND COUNTY	EAST AUGUSTA	7.2%
RICHMOND COUNTY	BARTON CHAPEL	7.4%
RICHMOND COUNTY	FREEDOM PARK	9.0%
RICHMOND COUNTY	BLYTHE ELEMEN	9.8%
RICHMOND COUNTY	WHEELESS ROAD	11.1%
RICHMOND COUNTY	JAMESTOWN ELE	11.7%
RICHMOND COUNTY	DIAMOND LAKES	12.5%
RICHMOND COUNTY	WARREN ROAD E	12.5%
RICHMOND COUNTY	COLLINS ELEME	13.0%
RICHMOND COUNTY	BAYVALE ELEME	14.9%
RICHMOND COUNTY	CRAIG HOUGHTO	17.4%
RICHMOND COUNTY	COPELAND ELEM	17.5%
RICHMOND COUNTY	MILLEDGE ELEM	19.6%
RICHMOND COUNTY	LAMAR ELEMENT	26.2%
RICHMOND COUNTY	HORNSBY ELEME	45.1%
ROCKDALE COUNTY	HONEY CREEK E	0.0%
ROCKDALE COUNTY	HOUSE ELEMENT	0.0%
ROCKDALE COUNTY	EDWARDS MIDDL	0.0%

ROCKDALE COUNTY	GENERAL RAY D	1.0%
ROCKDALE COUNTY	SHOAL CREEK E	1.1%
ROCKDALE COUNTY	PEEK S CHAPEL	1.2%
ROCKDALE COUNTY	PINE STREET E	1.5%
ROCKDALE COUNTY	MEMORIAL MIDD	2.5%
ROCKDALE COUNTY	FLAT SHOALS E	2.7%
ROCKDALE COUNTY	CONYERS MIDDL	3.1%
ROCKDALE COUNTY	LORRAINE ELEM	3.4%
ROCKDALE COUNTY	SIMS ELEMENTA	4.3%
ROCKDALE COUNTY	HIGHTOWER TRA	4.4%
ROCKDALE COUNTY	BARKSDALE ELE	5.8%
ROCKDALE COUNTY	HICKS ELEMENT	10.3%
ROME CITY	ANNA K DAVIE	0.0%
ROME CITY	ROME MIDDLE S	2.2%
ROME CITY	WEST END ELEM	2.8%
ROME CITY	ELM STREET EL	3.7%
ROME CITY	MAIN ELEMENTA	7.7%
ROME CITY	EAST CENTRAL	8.7%
ROME CITY	WEST CENTRAL	11.5%
ROME CITY	NORTH HEIGHTS	12.8%
ROME CITY	SOUTHEAST ELE	19.6%
SCHLEY COUNTY	SCHLEY COUNTY	0.0%
SCHLEY COUNTY	SCHLEY MIDDLE	2.6%
SCHOLARS ACADEMY	SCHOLARS ACAD	20.0%
SCREVEN COUNTY	SCREVEN CO MI	0.0%
SCREVEN COUNTY	SCREVEN CO EL	7.9%
SEMINOLE COUNTY	SEMINOLE CO M	2.6%
SEMINOLE COUNTY	SEMINOLE CO E	6.1%
SOCIAL CIRCLE CITY	SOCIAL PRIMAR	0.0%
SOCIAL CIRCLE CITY	SOCIAL ELEMEN	0.0%
SOCIAL CIRCLE CITY	SOCIAL CIRCLE	0.0%
SPALDING COUNTY	JACKSON ROAD	0.0%
SPALDING COUNTY	COWAN ROAD MI	0.0%
SPALDING COUNTY	CARVER ROAD M	0.9%
SPALDING COUNTY	FUTRAL ROAD E	1.3%
SPALDING COUNTY	JORDAN HILL R	1.5%
SPALDING COUNTY	BEAVERBROOK E	1.6%
SPALDING COUNTY	ORRS ELEMENTA	2.5%
SPALDING COUNTY	KENNEDY ROAD	2.7%
SPALDING COUNTY	TAYLOR STREET	3.1%
SPALDING COUNTY	COWAN ROAD EL	3.4%
SPALDING COUNTY	CRESCENT ROAD	3.5%
SPALDING COUNTY	ANNE STREET E	6.1%
SPALDING COUNTY	MORELAND ROAD	7.2%
SPALDING COUNTY	ATKINSON ELEM	28.6%
SPALDING COUNTY	MOORE ELEMENT	31.7%
STEPHENS COUNTY	STEPHENS CO M	0.0%
STEPHENS COUNTY	EASTANOLLEE E	0.0%
STEPHENS COUNTY	BIG A ELEMENT	0.0%
STEPHENS COUNTY	LIBERTY ELEME	0.0%
STEPHENS COUNTY	TOCCOA ELEMEN	1.3%

STEWART COUNTY	STEWART CO MI	0.0%
STEWART COUNTY	STEWART CO EL	14.3%
SUMTER COUNTY	SARAH COBB EL	0.0%
SUMTER COUNTY	STALEY MIDDLE	0.0%
SUMTER COUNTY	SUMTER CO PRI	0.0%
SUMTER COUNTY	SUMTER CO ELE	0.0%
SUMTER COUNTY	CHEROKEE ELEM	2.1%
SUMTER COUNTY	SUMTER CO MID	3.1%
TALBOT COUNTY	CENTRAL ELEME	15.0%
TALIAFERRO COUNTY	TALIAFERRO CO	11.1%
TATTNALL COUNTY	GLENNVILLE MI	0.0%
TATTNALL COUNTY	COLLINS MIDDL	0.0%
TATTNALL COUNTY	COLLINS ELEME	0.0%
TATTNALL COUNTY	GLENNVILLE EL	0.0%
TATTNALL COUNTY	REIDSVILLE EL	2.7%
TATTNALL COUNTY	REIDSVILLE MI	3.7%
TAYLOR COUNTY	GEORGIA CENTE	0.0%
TAYLOR COUNTY	TAYLOR CO PRI	0.0%
TAYLOR COUNTY	TAYLOR CO MID	0.0%
TAYLOR COUNTY	TAYLOR CO UPP	0.0%
TELFAIR COUNTY	TELFAIR CO MI	0.0%
TELFAIR COUNTY	TELFAIR CO EL	6.3%
TERRELL COUNTY	COOPER PRIMAR	0.0%
TERRELL COUNTY	TERRELL MIDDL	2.2%
TERRELL COUNTY	CARVER ELEMEN	5.3%
THOMAS COUNTY	CROSS CREEK E	0.0%
THOMAS COUNTY	THOMAS CO MID	0.7%
THOMAS COUNTY	GARRISON PILC	1.4%
THOMASTONUPSON COUNT	UPSON LEE NOR	0.0%
THOMASTONUPSON COUNT	UPSON LEE MID	0.0%
THOMASTONUPSON COUNT	UPSON LEE SOU	0.6%
THOMASVILLE CITY	MACINTYRE PAR	0.0%
THOMASVILLE CITY	JERGER ELEMEN	0.0%
THOMASVILLE CITY	SCOTT ELEMENT	3.8%
THOMASVILLE CITY	HARPER ELEMEN	12.0%
TIFT COUNTY	NORTHSIDE PRI	0.0%
TIFT COUNTY	OMEGA ELEMENT	0.0%
TIFT COUNTY	G O BAILEY PR	0.0%
TIFT COUNTY	LEN LASTINGER	0.0%
TIFT COUNTY	CHARLES SPENC	0.0%
TIFT COUNTY	EIGHTH STREET	1.3%
TIFT COUNTY	MATT WILSON E	1.3%
TIFT COUNTY	ANNIE BELLE C	1.8%
TIFT COUNTY	J T REDDICK E	6.2%
TOOMBS COUNTY	TOOMBS CENTRA	0.0%
TOOMBS COUNTY	TOOMBS CO MID	0.0%
TOOMBS COUNTY	LYONS UPPER E	4.2%
TOOMBS COUNTY	LYONS PRIMARY	4.8%
TOWNS COUNTY	TOWNS CO MIDD	0.0%
TOWNS COUNTY	TOWNS CO ELEM	0.0%
TREUTLEN COUNTY	TREUTLEN MIDD	0.0%

TREUTLEN COUNTY	TREUTLEN ELEM	0.0%
TRION CITY	TRION MIDDLE	0.0%
TRION CITY	TRION ELEMENT	0.0%
TROUP COUNTY	BRADFIELD CEN	0.0%
TROUP COUNTY	MOUNTVILLE EL	0.0%
TROUP COUNTY	WEST POINT EL	0.0%
TROUP COUNTY	HOLLIS HAND E	0.0%
TROUP COUNTY	HILLCREST ELE	0.0%
TROUP COUNTY	LONG CANE ELE	0.0%
TROUP COUNTY	ROSEMONT ELEM	0.0%
TROUP COUNTY	CALLAWAY ES	0.0%
TROUP COUNTY	WEST SIDE MAG	0.0%
TROUP COUNTY	CALLAWAY MIDD	0.0%
TROUP COUNTY	GARDNER NEWMA	0.8%
TROUP COUNTY	LONG CANE MID	1.5%
TROUP COUNTY	WHITESVILLE R	1.7%
TROUP COUNTY	FRANKLIN FORE	1.8%
TROUP COUNTY	HOGANSVILLE E	2.1%
TROUP COUNTY	UNITY ELEMENT	2.1%
TROUP COUNTY	BERTA WEATHER	2.1%
TROUP COUNTY	CANNON STREET	3.7%
TROUP COUNTY	ETHEL KIGHT M	5.3%
TURNER COUNTY	TURNER CO MID	0.0%
TURNER COUNTY	TURNER CO SPE	0.0%
TURNER COUNTY	TURNER CO ELE	4.5%
TWIGGS COUNTY	TWIGGS MIDDLE	3.9%
TWIGGS COUNTY	JEFFERSONVILL	8.9%
UNION COUNTY	WOODY GAP HIG	0.0%
UNION COUNTY	UNION CO MIDD	0.0%
UNION COUNTY	UNION CO ELEM	0.0%
UNION COUNTY	UNION CO PRIM	1.6%
VALDOSTA CITY	VALDOSTA EARL	0.0%
VALDOSTA CITY	VALDOSTA MIDD	0.0%
VALDOSTA CITY	SALLAS MAHONE	0.0%
VALDOSTA CITY	S L MASON ELE	3.5%
VALDOSTA CITY	SOUTHEAST ELE	4.2%
VALDOSTA CITY	J L LOMAX ELE	5.6%
VALDOSTA CITY	NUNN ELEMENTA	10.3%
VALDOSTA CITY	NEWBERN MIDDL	15.4%
VIDALIA CITY	J R TRIPPE MI	0.0%
VIDALIA CITY	SALLY DAILEY	0.0%
VIDALIA CITY	J D DICKERS P	16.7%
WALKER COUNTY	FAIRYLAND ELE	0.0%
WALKER COUNTY	ROSSVILLE MID	0.0%
WALKER COUNTY	CHATTANOOGA V	0.0%
WALKER COUNTY	GILBERT ELEME	0.0%
WALKER COUNTY	CHATTANOOGA E	0.0%
WALKER COUNTY	LAFAYETTE MID	0.0%
WALKER COUNTY	NORTH LAFAYET	1.4%
WALKER COUNTY	NAOMI ELEMENT	1.7%
WALKER COUNTY	STONE CREEK E	1.8%

WALKER COUNTY	ROCK SPRING E	3.9%
WALKER COUNTY	ROSSVILLE ELE	5.3%
WALKER COUNTY	CHEROKEE RIDG	7.6%
WALTON COUNTY	LOGANVILLE MI	0.0%
WALTON COUNTY	CARVER MIDDLE	0.0%
WALTON COUNTY	YOUTH MIDDLE	0.0%
WALTON COUNTY	SHARON ELEMEN	0.0%
WALTON COUNTY	YOUTH ELEMENT	0.0%
WALTON COUNTY	ATHA ROAD ELE	1.1%
WALTON COUNTY	WALKER PARK E	1.8%
WALTON COUNTY	MONROE ELEMEN	2.0%
WALTON COUNTY	BAY CREEK ELE	2.3%
WALTON COUNTY	WALNUT GROVE	3.3%
WALTON COUNTY	LOGANVILLE EL	4.2%
WALTON COUNTY	BLAINE ST ELE	11.1%
WARE COUNTY	WILLIAMS HEIG	0.0%
WARE COUNTY	CENTER ELEMEN	0.0%
WARE COUNTY	WARESBORO ELE	0.0%
WARE COUNTY	WARE COUNTY M	0.0%
WARE COUNTY	WAYCROSS MIDD	0.0%
WARE COUNTY	RUSKIN ELEMEN	1.5%
WARE COUNTY	WACONA ELEMEN	2.2%
WARE COUNTY	WARE MAGNET S	2.8%
WARE COUNTY	MEMORIAL DRIV	3.9%
WARREN COUNTY	FREEMAN ELEME	2.0%
WARREN COUNTY	WARREN CO MID	6.5%
WASHINGTON COUNTY	T J ELDER M	0.0%
WASHINGTON COUNTY	SANDERSVILLE	0.0%
WASHINGTON COUNTY	CRAWFORD PRIM	4.8%
WASHINGTON COUNTY	ELDER PRIMARY	7.4%
WAYNE COUNTY	THOMAS P JAM	0.0%
WAYNE COUNTY	SCREVEN ELEME	0.0%
WAYNE COUNTY	ODUM ELEMENTA	0.0%
WAYNE COUNTY	BACON ELEMENT	0.0%
WAYNE COUNTY	ARTHUR WILLIA	0.0%
WAYNE COUNTY	MARTHA PUCKET	0.0%
WAYNE COUNTY	MARTHA RAWLS	0.0%
WAYNE COUNTY	JESUP ELEMENT	1.9%
WEBSTER COUNTY	WEBSTER COUNT	0.0%
WHEELER COUNTY	WHEELER CO HI	0.0%
WHEELER COUNTY	WHEELER CO EL	7.0%
WHITE COUNTY	JACK P NIX PR	0.0%
WHITE COUNTY	MOUNT YONAH E	0.0%
WHITE COUNTY	MOSSY CREEK E	0.0%
WHITE COUNTY	WHITE CO INT	0.0%
WHITE COUNTY	WHITE CO MIDD	0.0%
WHITFIELD COUNTY	EASTBROOK MID	0.0%
WHITFIELD COUNTY	NEW HOPE MIDD	0.0%
WHITFIELD COUNTY	COHUTTA ELEME	0.0%
WHITFIELD COUNTY	VARNELL ELEME	0.0%
WHITFIELD COUNTY	NEW HOPE ELEM	0.0%

WHITFIELD COUNTY	WESTSIDE MIDD	0.0%
WHITFIELD COUNTY	VALLEY PT MID	0.8%
WHITFIELD COUNTY	BEAVERDALE EL	1.0%
WHITFIELD COUNTY	WESTSIDE ELEM	1.1%
WHITFIELD COUNTY	NORTH WHITFIE	2.0%
WHITFIELD COUNTY	PLEASANT GROV	2.2%
WHITFIELD COUNTY	DAWNVILLE ELE	2.3%
WHITFIELD COUNTY	ANTIOCH ELEME	2.9%
WHITFIELD COUNTY	VALLEY POINT	3.2%
WHITFIELD COUNTY	DUG GAP ELEME	3.5%
WHITFIELD COUNTY	TUNNEL HILL E	4.8%
WHITFIELD COUNTY	EASTSIDE ELEM	11.1%
WILCOX COUNTY	WILCOX CO MID	0.0%
WILCOX COUNTY	WILCOX CO ELE	9.0%
WILKES COUNTY	WASHINGTON EL	0.0%
WILKES COUNTY	WASHINGTON MI	3.6%
WILKES COUNTY	WASHINGTON WI	4.5%
WILKINSON COUNTY	WILKINSON COU	0.0%
WILKINSON COUNTY	WILKINSON ELE	0.0%
WILKINSON COUNTY	WILKINSON PRI	1.9%
WORTH COUNTY	WORTH CO PRIM	0.0%
WORTH COUNTY	WORTH CO MIDD	0.0%
WORTH COUNTY	SYLVESTER ELE	0.8%

SystemName	SchoolName	# of Classes	# of Classes Flagged_WTR	% of Classes Flagged_WTR
ATLANTA PUBLIC SCHOO	PARKS MIDDLE	57	51	89.5%
ATLANTA PUBLIC SCHOO	GIDEONS ELEME	69	61	88.4%
ATLANTA PUBLIC SCHOO	PEYTON FOREST	72	62	86.1%
ATLANTA PUBLIC SCHOO	F L STANTON	42	35	83.3%
ATLANTA PUBLIC SCHOO	USHER ELEMENT	51	40	78.4%
ATLANTA PUBLIC SCHOO	VENETIAN HILL	69	52	75.4%
ATLANTA PUBLIC SCHOO	CAPITOL VIEW	48	34	70.8%
ATLANTA PUBLIC SCHOO	CONNALLY ELEM	78	55	70.5%
ATLANTA PUBLIC SCHOO	DUNBAR ELEMEN	51	35	68.6%
ATLANTA PUBLIC SCHOO	SCOTT ELEMENT	75	51	68.0%
ATLANTA PUBLIC SCHOO	BLALOCK ELEME	39	26	66.7%
ATLANTA PUBLIC SCHOO	PERKERSON ELE	72	48	66.7%
ATLANTA PUBLIC SCHOO	TOWNS ELEMENT	66	42	63.6%
ATLANTA PUBLIC SCHOO	WOODSON ELEME	60	38	63.3%
ATLANTA PUBLIC SCHOO	WHITEFOORD EL	54	32	59.3%
ATLANTA PUBLIC SCHOO	D H STANTON E	48	28	58.3%
ATLANTA PUBLIC SCHOO	BOYD ELEMENTA	57	32	56.1%
ATLANTA PUBLIC SCHOO	WEST MANOR EL	51	28	54.9%
ATLANTA PUBLIC SCHOO	TURNER MIDDLE	63	34	54.0%
ATLANTA PUBLIC SCHOO	KENNEDY MIDDL	79	42	53.2%
ATLANTA PUBLIC SCHOO	FICKETT ELEME	72	37	51.4%
ATLANTA PUBLIC SCHOO	FINCH ELEMENT	75	36	48.0%
ATLANTA PUBLIC SCHOO	DEERWOOD ACAD	90	43	47.8%
ATLANTA PUBLIC SCHOO	WHITE ELEMENT	57	27	47.4%
ATLANTA PUBLIC SCHOO	HUTCHINSON EL	66	31	47.0%
ATLANTA PUBLIC SCHOO	HUMPHRIES ELE	45	21	46.7%
ATLANTA PUBLIC SCHOO	BENTEEN ELEME	51	22	43.1%
ATLANTA PUBLIC SCHOO	BEECHER HILLS	54	23	42.6%
ATLANTA PUBLIC SCHOO	EAST LAKE ELE	50	21	42.0%
ATLANTA PUBLIC SCHOO	COOK ELEMENTA	54	22	40.7%
ATLANTA PUBLIC SCHOO	FAIN ELEMENTA	78	31	39.7%
ATLANTA PUBLIC SCHOO	THOMASVILLE H	87	34	39.1%
ATLANTA PUBLIC SCHOO	CRIM HIGH SCH	3	1	33.3%
ATLANTA PUBLIC SCHOO	DOBBS ELEMENT	90	30	33.3%
ATLANTA PUBLIC SCHOO	COAN MIDDLE S	51	16	31.4%
ATLANTA PUBLIC SCHOO	SLATER ELEMEN	99	30	30.3%
ATLANTA PUBLIC SCHOO	BENJAMIN S CA	30	9	30.0%
ATLANTA PUBLIC SCHOO	C W HILL ELEM	51	15	29.4%
ATLANTA PUBLIC SCHOO	CASCADE ELEME	66	19	28.8%
ATLANTA PUBLIC SCHOO	HERITAGE ACAD	78	22	28.2%
ATLANTA PUBLIC SCHOO	ADAMSVILLE EL	72	20	27.8%
ATLANTA PUBLIC SCHOO	CLEVELAND ELE	69	18	26.1%
ATLANTA PUBLIC SCHOO	UNIVERSITY CO	60	15	25.0%
ATLANTA PUBLIC SCHOO	HARPER ARCHER	141	34	24.1%
ATLANTA PUBLIC SCHOO	BETHUNE ELEME	78	18	23.1%
ATLANTA PUBLIC SCHOO	M A JONES ELE	78	18	23.1%
ATLANTA PUBLIC SCHOO	MILES ELEMENT	60	13	21.7%
ATLANTA PUBLIC SCHOO	TOOMER ELEMEN	42	9	21.4%

ATLANTA PUBLIC SCHOO	PARKSIDE ELEM	75	16	21.3%
ATLANTA PUBLIC SCHOO	HERNDON ELEME	54	11	20.4%
ATLANTA PUBLIC SCHOO	WILLIAMS ELEM	54	11	20.4%
ATLANTA PUBLIC SCHOO	GROVE PARK EL	75	15	20.0%
ATLANTA PUBLIC SCHOO	THE BRIDGE	6	1	16.7%
ATLANTA PUBLIC SCHOO	BOLTON ACADEM	69	11	15.9%
ATLANTA PUBLIC SCHOO	IMAGINE WESLE	51	7	13.7%
ATLANTA PUBLIC SCHOO	LONG MIDDLE S	97	12	12.4%
ATLANTA PUBLIC SCHOO	KIMBERLY ELEM	60	7	11.7%
ATLANTA PUBLIC SCHOO	YOUNG MIDDLE	114	13	11.4%
ATLANTA PUBLIC SCHOO	SYLVAN HILLS	96	10	10.4%
ATLANTA PUBLIC SCHOO	GARDEN HILLS	72	7	9.7%
ATLANTA PUBLIC SCHOO	BROWN MIDDLE	108	10	9.3%
ATLANTA PUBLIC SCHOO	CONTINENTAL C	66	6	9.1%
ATLANTA PUBLIC SCHOO	BUNCHE MIDDLE	120	9	7.5%
ATLANTA PUBLIC SCHOO	BURGESS PETER	42	3	7.1%
ATLANTA PUBLIC SCHOO	KING MIDDLE S	114	7	6.1%
ATLANTA PUBLIC SCHOO	CHARLES R DRE	99	5	5.1%
ATLANTA PUBLIC SCHOO	INMAN MIDDLE	111	5	4.5%
ATLANTA PUBLIC SCHOO	KIPP WEST ATL	51	2	3.9%
ATLANTA PUBLIC SCHOO	THE BEST ACAD	51	2	3.9%
ATLANTA PUBLIC SCHOO	CORETTA SCOTT	54	2	3.7%
ATLANTA PUBLIC SCHOO	JACKSON ELEME	108	4	3.7%
ATLANTA PUBLIC SCHOO	MORNINGSIDE E	126	4	3.2%
ATLANTA PUBLIC SCHOO	ATLANTA CHART	33	1	3.0%
ATLANTA PUBLIC SCHOO	HOPE ELEMENTA	36	1	2.8%
ATLANTA PUBLIC SCHOO	PRICE MIDDLE	93	2	2.2%
ATLANTA PUBLIC SCHOO	SMITH ELEMENT	102	1	1.0%
ATLANTA PUBLIC SCHOO	BRANDON ELEME	105	1	1.0%
ATLANTA PUBLIC SCHOO	SUTTON MIDDLE	111	1	0.9%
ATLANTA PUBLIC SCHOO	HILLSIDE CONA	39	0	0.0%
ATLANTA PUBLIC SCHOO	APSCEP PARTNE	42	0	0.0%
ATLANTA PUBLIC SCHOO	NEIGHBORHOOD	45	0	0.0%
ATLANTA PUBLIC SCHOO	CENTENNIAL PL	57	0	0.0%
ATLANTA PUBLIC SCHOO	RIVERS ELEMEN	57	0	0.0%
ATLANTA PUBLIC SCHOO	LIN ELEMENTAR	74	0	0.0%

SystemName	SchoolName	Grade	Content	TeacherName	N_students	#_WTR	Mean_classro	Std_classrc	Min_	Max_	P10_	P25_	P50_	P75_	P90_	P95_	Mean_state	Std_state	crit_3SD	flag_3SD	Flag_Z
STATE AVERAGE	STATE AVERAGE	1	RD	STATE AVERAGE	128,257	138,593	1.080588194	1.4903398	0	23	0	0	1	2	3	4	1.080588194	1.4903398	N/A	N/A	N/A
STATE AVERAGE	STATE AVERAGE	1	LA	STATE AVERAGE	128,226	205,551	1.603036826	1.9473378	0	30	0	0	1	2	4	5	1.603036826	1.9473378	N/A	N/A	N/A
STATE AVERAGE	STATE AVERAGE	1	MA	STATE AVERAGE	128,434	224,507	1.74803401	2.0489466	0	30	0	0	1	3	4	6	1.74803401	2.0489466	N/A	N/A	N/A
STATE AVERAGE	STATE AVERAGE	2	RD	STATE AVERAGE	129,365	118,288	0.914374058	1.381785	0	28	0	0	0	1	2	3	0.914374058	1.381785	N/A	N/A	N/A
STATE AVERAGE	STATE AVERAGE	2	LA	STATE AVERAGE	129,328	170,610	1.319203885	1.7325901	0	43	0	0	1	2	3	4	1.319203885	1.7325901	N/A	N/A	N/A
STATE AVERAGE	STATE AVERAGE	2	MA	STATE AVERAGE	129,540	223,945	1.728771036	2.047211	0	44	0	0	1	2	4	5	1.728771036	2.047211	N/A	N/A	N/A
STATE AVERAGE	STATE AVERAGE	3	RD	STATE AVERAGE	128,837	151,060	1.172489269	1.8664211	0	35	0	0	1	2	3	4	1.172489269	1.8664211	N/A	N/A	N/A
STATE AVERAGE	STATE AVERAGE	3	LA	STATE AVERAGE	128,767	194,150	1.507762082	2.05317	0	37	0	0	1	2	4	5	1.507762082	2.05317	N/A	N/A	N/A
STATE AVERAGE	STATE AVERAGE	3	MA	STATE AVERAGE	129,046	241,822	1.873920927	2.4330609	0	41	0	0	1	3	5	6	1.873920927	2.4330609	N/A	N/A	N/A
STATE AVERAGE	STATE AVERAGE	4	RD	STATE AVERAGE	125,267	124,590	0.994595544	1.6385729	0	36	0	0	0	1	3	4	0.994595544	1.6385729	N/A	N/A	N/A
STATE AVERAGE	STATE AVERAGE	4	LA	STATE AVERAGE	125,239	175,974	1.405105438	2.0332046	0	41	0	0	1	2	4	5	1.405105438	2.0332046	N/A	N/A	N/A
STATE AVERAGE	STATE AVERAGE	4	MA	STATE AVERAGE	125,470	235,186	1.874440105	2.4446497	0	47	0	0	1	3	5	6	1.874440105	2.4446497	N/A	N/A	N/A
STATE AVERAGE	STATE AVERAGE	5	RD	STATE AVERAGE	124,798	141,789	1.136148015	1.8284998	0	37	0	0	1	2	3	4	1.136148015	1.8284998	N/A	N/A	N/A
STATE AVERAGE	STATE AVERAGE	5	LA	STATE AVERAGE	124,744	178,967	1.434674213	2.0406349	0	34	0	0	1	2	4	5	1.434674213	2.0406349	N/A	N/A	N/A
STATE AVERAGE	STATE AVERAGE	5	MA	STATE AVERAGE	125,019	228,146	1.824890617	2.5360989	0	45	0	0	1	2	4	6	1.824890617	2.5360989	N/A	N/A	N/A
ATLANTA PUBLIC SCHOO	ADAMSVILLE EL	1	RD	BLACKMON V	13	66	5.076923077	3.5698165	1	12	1	3	4	9	9	12	1.080588194	1.4903398	2.320626	F	9.6682583
ATLANTA PUBLIC SCHOO	ADAMSVILLE EL	1	LA	BLACKMON V	13	54	4.153846154	2.0754981	0	8	2	3	4	5	6	8	1.603036826	1.9473378	3.22332	F	4.7228959
ATLANTA PUBLIC SCHOO	ADAMSVILLE EL	1	MA	BLACKMON V	13	73	5.615384615	3.3301267	1	12	2	3	6	7	11	12	1.74803401	2.0489466	3.452861	F	6.8054145
ATLANTA PUBLIC SCHOO	ADAMSVILLE EL	1	LA	HILLNEAL B	12	44	3.666666667	1.9694639	2	8	2	2	3	5	6	8	1.603036826	1.9473378	3.289481	F	3.6709724
ATLANTA PUBLIC SCHOO	ADAMSVILLE EL	1	MA	HILLNEAL B	12	44	3.666666667	3.4989176	0	11	0	1	3.5	5	9	11	1.74803401	2.0489466	3.522474	F	3.2437832
ATLANTA PUBLIC SCHOO	ADAMSVILLE EL	1	RD	JANSSEN K	14	35	2.5	2.2101166	0	7	0	1	2	4	5	7	1.080588194	1.4903398	2.275518	F	3.563585
ATLANTA PUBLIC SCHOO	ADAMSVILLE EL	1	LA	JANSSEN K	14	46	3.285714286	3.2682287	0	12	0	1	2	5	7	12	1.603036826	1.9473378	3.164381	F	3.2331332
ATLANTA PUBLIC SCHOO	ADAMSVILLE EL	1	MA	JANSSEN K	14	71	5.071428571	3.1246978	1	10	1	2	4.5	8	9	10	1.74803401	2.0489466	3.390846	F	6.0689741
ATLANTA PUBLIC SCHOO	ADAMSVILLE EL	1	RD	MARBUARY	15	64	4.266666667	3.6344909	0	11	1	1	3	8	9	11	1.080588194	1.4903398	2.235	F	8.2797418
ATLANTA PUBLIC SCHOO	ADAMSVILLE EL	1	LA	MARBUARY	15	90	6	3.6055513	1	13	1	2	7	8	11	13	1.603036826	1.9473378	3.111438	F	8.7449465
ATLANTA PUBLIC SCHOO	ADAMSVILLE EL	1	MA	MARBUARY	15	77	5.133333333	3.6813559	1	12	1	1	5	8	10	12	1.74803401	2.0489466	3.335141	F	6.3989993
ATLANTA PUBLIC SCHOO	ADAMSVILLE EL	2	LA	SEBASTION I	13	44	3.384615385	2.4677406	0	8	1	1	3	5	6	8	1.319203885	1.7325901	2.760806	F	4.2981587
ATLANTA PUBLIC SCHOO	ADAMSVILLE EL	3	RD	INGRAM S	14	44	3.142857143	5.5864829	0	17	0	0	0	6	13	17	1.172489269	1.8664211	2.668955	F	3.9500419
ATLANTA PUBLIC SCHOO	ADAMSVILLE EL	3	LA	INGRAM S	14	72	5.142857143	4.2036091	0	13	1	2	3.5	9	10	13	1.507762082	2.05317	3.15396	F	6.624527
ATLANTA PUBLIC SCHOO	ADAMSVILLE EL	3	RD	ROBERTS K	7	26	3.714285714	3.683942	0	10	0	0	4	6	10	10	1.172489269	1.8664211	3.288812	F	3.6031319
ATLANTA PUBLIC SCHOO	ADAMSVILLE EL	4	RD	ADKINS B	14	55	3.928571429	2.2689979	1	9	1	3	3	5	7	9	0.994595544	1.6385729	2.308377	F	6.6996912
ATLANTA PUBLIC SCHOO	ADAMSVILLE EL	4	LA	ADKINS B	14	54	3.857142857	2.4133329	0	9	1	3	3	4	8	9	1.405105438	2.0332046	3.035296	F	4.5124254
ATLANTA PUBLIC SCHOO	ADAMSVILLE EL	4	LA	OLIVER D	14	75	5.357142857	7.4689835	0	28	0	1	3	7	12	28	1.405105438	2.0332046	3.035296	F	7.2728393
ATLANTA PUBLIC SCHOO	ADAMSVILLE EL	5	RD	FULLENWIDER C	19	63	3.315789474	3.1100667	0	12	1	1	2	5	9	12	1.136148015	1.8284998	2.394608	F	5.1959738
ATLANTA PUBLIC SCHOO	ADAMSVILLE EL	5	LA	FULLENWIDER C	19	59	3.105263158	3.1604278	0	11	0	1	2	3	10	11	1.434674213	2.0406349	2.839135	F	3.5684621
ATLANTA PUBLIC SCHOO	BEECHER HILLS	1	RD	MEADOWS	17	64	3.764705882	2.8620231	0	9	0	2	3	6	8	9	1.080588194	1.4903398	2.16497	F	7.4257566
ATLANTA PUBLIC SCHOO	BEECHER HILLS	1	LA	MEADOWS	17	101	5.941176471	3.399827	0	12	0	4	7	9	9	12	1.603036826	1.9473378	3.019933	F	9.1851592
ATLANTA PUBLIC SCHOO	BEECHER HILLS	1	MA	MEADOWS	17	75	4.411764706	2.1811357	1	8	2	2	5	6	7	8	1.74803401	2.0489466	3.238862	F	5.3602388
ATLANTA PUBLIC SCHOO	BEECHER HILLS	2	MA	DAVIS	18	60	3.333333333	1.7149859	0	7	1	2	3	5	5	7	1.728771036	2.047211	3.176368	F	3.3252954
ATLANTA PUBLIC SCHOO	BEECHER HILLS	2	RD	FOWLER	17	55	3.235294118	2.2784153	0	8	1	2	3	4	8	8	0.914374058	1.381785	1.91977	F	6.9253892
ATLANTA PUBLIC SCHOO	BEECHER HILLS	2	LA	FOWLER	17	72	4.235294118	2.5132004	0	9	0	3	4	5	8	9	1.319203885	1.7325901	2.579848	F	6.9395227
ATLANTA PUBLIC SCHOO	BEECHER HILLS	2	MA	FOWLER	17	94	5.529411765	3.2809611	0	12	2	3	6	8	9	12	1.728771036	2.047211	3.218336	F	7.6545327
ATLANTA PUBLIC SCHOO	BEECHER HILLS	2	RD	LONG	15	91	6.066666667	2.8401878	2	12	2	4	6	8	10	12	0.914374058	1.381785	1.9847	F	14.44128
ATLANTA PUBLIC SCHOO	BEECHER HILLS	2	LA	LONG	15	104	6.933333333	3.0347197	2	12	2	5	6	10	11	12	1.319203885	1.7325901	2.661262	F	12.549668
ATLANTA PUBLIC SCHOO	BEECHER HILLS	2	MA	LONG	15	126	8.4	3.7758632	1	14	4	6	9	11	14	14	1.728771036	2.047211	3.314534	F	12.620858
ATLANTA PUBLIC SCHOO	BEECHER HILLS	3	RD	LITTLE	19	84	4.421052632	2.9309799	0	10	1	2	4	6	10	10	1.172489269	1.8664211	2.457048	F	7.5867978
ATLANTA PUBLIC SCHOO	BEECHER HILLS	3	LA	LITTLE	19	69	3.631578947	2.8908001	0	9	1	1	3	5	9	9	1.507762082	2.05317	2.920851	F	4.5088828
ATLANTA PUBLIC SCHOO	BEECHER HILLS	3	MA	LITTLE	19	97	5.105263158	2.9794619	1	12	1	3	5	7	9	12	1.873920927	2.4330609	3.548468	F	5.789043
ATLANTA PUBLIC SCHOO	BEECHER HILLS	3	RD	ROSS	20	51	2.55	2.2354795	0	7	0	1	2	4	6	6.5	1.172489269	1.8664211	2.424523	F	3.3006567
ATLANTA PUBLIC SCHOO	BEECHER HILLS	3	LA	ROSS	20	58	2.9	2.1496634	0	7	0	1	2.5	4.5	6	6.5	1.507762082	2.05317	2.88507	F	3.0325191
ATLANTA PUBLIC SCHOO	BEECHER HILLS	3	MA	ROSS	20	134	6.7	2.6576602	1	12	3	5	7	8	10	12	1.873920927	2.4330609	3.506068	F	8.8706706
ATLANTA PUBLIC SCHOO	BEECHER HILLS	3	RD	UPSHAW	16	108	6.75	3.5496479	1	15	2	4.5	6.5	9	12	15	1.172489269	1.8664211	2.572305	F	11.953381
ATLANTA PUBLIC SCHOO	BEECHER HILLS	3	LA	UPSHAW	16	97	6.0625	3.1084562	2	15	3	3.5	6	7.5	8	15	1.507762082	2.05317	3.04764	F	8.8735718
ATLANTA PUBLIC SCHOO	BEECHER HILLS	3	MA	UPSHAW	16	66	4.125	2.5265259	0	10	2	2	4	5.5	8	10	1.873920927	2.4330609	3.698717	F	3.7008183

SystemName	SchoolName	Grade	Content	TeacherName	N_students	#_WTR	Mean_classro	Std_classrc	Min_	Max_	P10_	P25_	P50_	P75_	P90_	P95_	Mean_state	Std_state	crit_3SD	flag_3SD	Flag_Z
ATLANTA PUBLIC SCHOO	BEECHER HILLS	4	MA	AKINS	17	69	4.058823529	4.9808457	0	20	0	1	2	6	9	20	1.874440105	2.4446497	3.653184	F	3.6841448
ATLANTA PUBLIC SCHOO	BEECHER HILLS	4	MA	HUMPHRIES	17	81	4.764705882	3.1130654	0	12	1	4	5	6	10	12	1.874440105	2.4446497	3.653184	F	4.8746742
ATLANTA PUBLIC SCHOO	BEECHER HILLS	5	RD	VARNADO	15	153	10.2	5.0596443	4	18	4	5	10	15	18	18	1.136148015	1.8284998	2.552498	F	19.198333
ATLANTA PUBLIC SCHOO	BEECHER HILLS	5	LA	VARNADO	15	137	9.133333333	5.1251016	1	19	2	6	9	12	16	19	1.434674213	2.0406349	3.015343	F	14.61152
ATLANTA PUBLIC SCHOO	BENTEEN ELEME	1	RD	KIRK	16	46	2.875	2.8722813	0	10	0	0.5	2.5	4	7	10	1.080588194	1.4903398	2.198343	F	4.8161145
ATLANTA PUBLIC SCHOO	BENTEEN ELEME	1	LA	KIRK	16	81	5.0625	2.9545163	1	10	1	3	4.5	8	9	10	1.603036826	1.9473378	3.06354	F	7.106036
ATLANTA PUBLIC SCHOO	BENTEEN ELEME	1	MA	KIRK	16	82	5.125	3.8275318	1	15	2	3	4	5.5	13	15	1.74803401	2.0489466	3.284744	F	6.5925896
ATLANTA PUBLIC SCHOO	BENTEEN ELEME	3	RD	EVANS	15	147	9.8	4.1952354	2	17	3	8	10	13	16	17	1.172489269	1.8664211	2.618213	F	17.902822
ATLANTA PUBLIC SCHOO	BENTEEN ELEME	3	LA	EVANS	15	49	3.266666667	2.1865389	0	7	1	1	3	5	6	7	1.507762082	2.05317	3.098141	F	3.3178977
ATLANTA PUBLIC SCHOO	BENTEEN ELEME	3	MA	EVANS	15	159	10.6	4.548155	4	21	5	8	10	12	19	21	1.873920927	2.4330609	3.758562	F	13.890305
ATLANTA PUBLIC SCHOO	BENTEEN ELEME	3	RD	RHODES	15	133	8.866666667	6.0576595	1	20	2	3	8	15	15	20	1.172489269	1.8664211	2.618213	F	15.966076
ATLANTA PUBLIC SCHOO	BENTEEN ELEME	3	MA	RHODES	15	134	8.933333333	6.7238028	0	24	1	1	10	13	15	24	1.873920927	2.4330609	3.758562	F	11.23728
ATLANTA PUBLIC SCHOO	BENTEEN ELEME	3	RD	SMITH C	14	160	11.42857143	7.3768274	2	28	3	4	10	17	20	28	1.172489269	1.8664211	2.668955	F	20.560604
ATLANTA PUBLIC SCHOO	BENTEEN ELEME	3	LA	SMITH C	14	45	3.214285714	2.3916062	0	7	1	1	3	5	7	7	1.507762082	2.05317	3.15396	F	3.1099357
ATLANTA PUBLIC SCHOO	BENTEEN ELEME	3	MA	SMITH C	14	216	15.42857143	7.7926423	2	27	3	9	16	21	25	27	1.873920927	2.4330609	3.82471	F	20.844878
ATLANTA PUBLIC SCHOO	BENTEEN ELEME	4	RD	BENTEEN	1	9	9		9	9	9	9	9	9	9	9	0.994595544	1.6385729	5.910314	F	4.8855955
ATLANTA PUBLIC SCHOO	BENTEEN ELEME	4	RD	BONDS	18	131	7.277777778	3.357267	3	15	4	4	6.5	10	12	15	0.994595544	1.6385729	2.153242	F	16.268598
ATLANTA PUBLIC SCHOO	BENTEEN ELEME	4	LA	BONDS	18	185	10.27777778	3.5447651	6	17	6	7	9.5	12	17	17	1.405105438	2.0332046	2.842798	F	18.514399
ATLANTA PUBLIC SCHOO	BENTEEN ELEME	4	MA	BONDS	18	186	10.33333333	5.2803743	4	23	5	7	9	12	20	23	1.874440105	2.4446497	3.603069	F	14.68024
ATLANTA PUBLIC SCHOO	BENTEEN ELEME	4	RD	DIMES SMITH	18	55	3.055555556	3.1710496	0	10	0	1	2	4	10	10	0.994595544	1.6385729	2.153242	F	5.3362976
ATLANTA PUBLIC SCHOO	BENTEEN ELEME	4	LA	DIMES SMITH	18	56	3.111111111	3.1038664	0	11	0	1	2	4	9	11	1.405105438	2.0332046	2.842798	F	3.5598824
ATLANTA PUBLIC SCHOO	BENTEEN ELEME	5	RD	PAULK	18	163	9.055555556	5.9948235	2	26	2	4	8	13	16	26	1.136148015	1.8284998	2.429093	F	18.375283
ATLANTA PUBLIC SCHOO	BENTEEN ELEME	5	LA	PAULK	18	98	5.444444444	5.5223846	0	17	0	2	3.5	9	17	17	1.434674213	2.0406349	2.877621	F	8.3366281
ATLANTA PUBLIC SCHOO	BENTEEN ELEME	5	RD	VACTER	18	194	10.77777778	4.9652386	0	19	5	8	12	13	17	19	1.136148015	1.8284998	2.429093	F	22.37133
ATLANTA PUBLIC SCHOO	BENTEEN ELEME	5	LA	VACTER	18	232	12.88888889	5.6139416	1	22	4	9	15	17	19	22	1.434674213	2.0406349	2.877621	F	23.814214
ATLANTA PUBLIC SCHOO	BENTEEN ELEME	5	MA	VACTER	18	178	9.888888889	9.5232773	0	30	0	2	5.5	18	25	30	1.824890617	2.5360989	3.618183	F	13.490265
ATLANTA PUBLIC SCHOO	BETHUNE ELEME	1	MA	PRYOR	14	50	3.571428571	2.4405008	1	10	1	1	4	5	5	10	1.74803401	2.0489466	3.390846	F	3.3297684
ATLANTA PUBLIC SCHOO	BETHUNE ELEME	1	RD	RUCKER	13	35	2.692307692	1.8432135	0	5	0	1	3	4	5	5	1.080588194	1.4903398	2.320626	F	3.8992029
ATLANTA PUBLIC SCHOO	BETHUNE ELEME	1	LA	THOMAS	8	46	5.75	1.9820624	2	9	2	5	6	6.5	9	9	1.603036826	1.9473378	3.6685	F	6.0232914
ATLANTA PUBLIC SCHOO	BETHUNE ELEME	1	MA	THOMAS	8	40	5	2.9760952	1	9	1	2.5	5	7.5	9	9	1.74803401	2.0489466	3.92127	F	4.4891111
ATLANTA PUBLIC SCHOO	BETHUNE ELEME	2	LA	GARDNER	17	55	3.235294118	2.077541	1	9	1	2	3	4	7	9	1.319203885	1.7325901	2.579848	F	4.5597874
ATLANTA PUBLIC SCHOO	BETHUNE ELEME	2	MA	GARDNER	17	62	3.647058824	2.2344232	0	8	1	2	4	5	7	8	1.728771036	2.047211	3.218336	F	3.8634529
ATLANTA PUBLIC SCHOO	BETHUNE ELEME	2	MA	STANLEY	17	68	4	2.5	0	8	0	3	5	6	7	8	1.728771036	2.047211	3.218336	F	4.5742804
ATLANTA PUBLIC SCHOO	BETHUNE ELEME	3	RD	JOHNSON	14	64	4.571428571	3.4354327	0	12	1	2	3.5	7	9	12	1.172489269	1.8664211	2.668955	F	6.813932
ATLANTA PUBLIC SCHOO	BETHUNE ELEME	3	MA	JOHNSON	14	55	3.928571429	2.9733246	0	9	0	1	3.5	6	8	9	1.873920927	2.4330609	3.82471	F	3.1597229
ATLANTA PUBLIC SCHOO	BETHUNE ELEME	3	MA	WILSON	15	59	3.933333333	2.3744674	1	10	1	2	4	5	7	10	1.873920927	2.4330609	3.758562	F	3.278204
ATLANTA PUBLIC SCHOO	BETHUNE ELEME	4	LA	COVERSON	16	56	3.5	3.4058773	0	9	0	0	2.5	7	8	9	1.405105438	2.0332046	2.930009	F	4.121365
ATLANTA PUBLIC SCHOO	BETHUNE ELEME	4	LA	CURTIS	16	50	3.125	3.5378901	0	12	1	1	2	4	11	12	1.405105438	2.0332046	2.930009	F	3.3836134
ATLANTA PUBLIC SCHOO	BETHUNE ELEME	4	RD	FIELDS	17	40	2.352941176	2.498529	0	8	0	0	2	4	6	8	0.994595544	1.6385729	2.186832	F	3.4179758
ATLANTA PUBLIC SCHOO	BETHUNE ELEME	4	RD	RATTLER	16	55	3.4375	2.3084988	0	9	0	2	3	5	6	9	0.994595544	1.6385729	2.223525	F	5.9634928
ATLANTA PUBLIC SCHOO	BETHUNE ELEME	4	LA	RATTLER	16	60	3.75	2.32379	0	7	0	2	4	6	7	7	1.405105438	2.0332046	2.930009	F	4.6131995
ATLANTA PUBLIC SCHOO	BETHUNE ELEME	4	MA	RATTLER	16	68	4.25	2.236068	0	8	1	2.5	4.5	5.5	7	8	1.874440105	2.4446497	3.707927	F	3.8869534
ATLANTA PUBLIC SCHOO	BETHUNE ELEME	5	LA	ALVAN	16	52	3.25	3.5496479	0	11	0	1	2	4.5	11	11	1.434674213	2.0406349	2.96515	F	3.5583549
ATLANTA PUBLIC SCHOO	BETHUNE ELEME	5	LA	COSTON	15	46	3.066666667	5.0492809	0	19	0	0	2	3	10	19	1.434674213	2.0406349	3.015343	F	3.0974083
ATLANTA PUBLIC SCHOO	BLALOCK ELEME	1	MA	C HUNT	13	56	4.307692308	4.069902	0	14	1	1	4	5	10	14	1.74803401	2.0489466	3.452861	F	4.5042556
ATLANTA PUBLIC SCHOO	BLALOCK ELEME	1	RD	M GACHETT	9	27	3	3.6400549	0	11	0	0	2	4	11	11	1.080588194	1.4903398	2.570928	F	3.8637063
ATLANTA PUBLIC SCHOO	BLALOCK ELEME	1	LA	M GACHETT	9	64	7.111111111	4.0138649	3	15	3	4	7	9	15	15	1.603036826	1.9473378	3.550375	F	8.4855451
ATLANTA PUBLIC SCHOO	BLALOCK ELEME	1	MA	M GACHETT	9	72	8	3.8078866	0	12	0	6	9	11	12	12	1.74803401	2.0489466	3.796981	F	9.1539223
ATLANTA PUBLIC SCHOO	BLALOCK ELEME	2	RD	C MOMPOINT	7	22	3.142857143	3.1320159	0	9	0	1	2	5	9	9	0.914374058	1.381785	2.481171	F	4.2669534
ATLANTA PUBLIC SCHOO	BLALOCK ELEME	2	LA	N OKEKE	1	8	8		8	8	8	8	8	8	8	8	1.319203885	1.7325901	6.516974	F	3.8559589
ATLANTA PUBLIC SCHOO	BLALOCK ELEME	3	RD	A HUNTER	12	178	14.83333333	3.7376058	10	24	10	13	15	16	18	24	1.172489269	1.8664211	2.788857	F	25.354703
ATLANTA PUBLIC SCHOO	BLALOCK ELEME	3	LA	A HUNTER	12	172	14.33333333	6.0952043	7	27	8	9.5	14	19	20	27	1.507762082	2.05317	3.285859	F	21.639261
ATLANTA PUBLIC SCHOO	BLALOCK ELEME	3	MA	A HUNTER	12	223	18.58333333	8.1515011	6	32	7	13	19	23	30	32	1.873920927	2.4330609	3.981013	F	23.79024
ATLANTA PUBLIC SCHOO	BLALOCK ELEME	3	RD	P THURMOND	5	55	11	5.1478151	3	17	3	10	12	13	17	17	1.172489269	1.8664211	3.676556	F	11.773861

SystemName	SchoolName	Grade	Content	TeacherName	N_students	#_WTR	Mean_classro	Std_classrc	Min_	Max_	P10_	P25_	P50_	P75_	P90_	P95_	Mean_state	Std_state	crit_3SD	flag_3SD	Flag_Z
ATLANTA PUBLIC SCHOO	BLALOCK ELEME	3	LA	P THURMOND	5	55	11	4.3011626	5	16	5	9	11	14	16	16	1.507762082	2.05317	4.262379	F	10.337814
ATLANTA PUBLIC SCHOO	BLALOCK ELEME	3	MA	P THURMOND	5	75	15	8.093207	1	22	1	17	17	18	22	22	1.873920927	2.4330609	5.138215	F	12.063325
ATLANTA PUBLIC SCHOO	BLALOCK ELEME	3	RD	T MAR HALL	7	82	11.71428571	6.074929	2	20	2	8	10	17	20	20	1.172489269	1.8664211	3.288812	F	14.943558
ATLANTA PUBLIC SCHOO	BLALOCK ELEME	3	LA	T MAR HALL	7	72	10.28571429	7.8254773	1	19	1	2	10	19	19	19	1.507762082	2.05317	3.835838	F	11.311425
ATLANTA PUBLIC SCHOO	BLALOCK ELEME	3	MA	T MAR HALL	7	90	12.85714286	4.0178175	5	17	5	11	13	16	17	17	1.873920927	2.4330609	4.632753	F	11.94334
ATLANTA PUBLIC SCHOO	BLALOCK ELEME	4	RD	J GRAVES	14	66	4.714285714	4.4795015	0	13	0	1	3.5	9	12	13	0.994595544	1.6385729	2.308377	F	8.4938583
ATLANTA PUBLIC SCHOO	BLALOCK ELEME	4	LA	J GRAVES	14	80	5.714285714	4.5476718	0	16	0	3	5.5	9	10	16	1.405105438	2.0332046	3.035296	F	7.9300807
ATLANTA PUBLIC SCHOO	BLALOCK ELEME	4	RD	S FLOOD	14	134	9.571428571	6.5364574	0	19	0	2	10	15	17	19	0.994595544	1.6385729	2.308377	F	19.585073
ATLANTA PUBLIC SCHOO	BLALOCK ELEME	4	LA	S FLOOD	14	153	10.92857143	7.7901741	0	30	1	7	10	15	19	30	1.405105438	2.0332046	3.035296	F	17.525805
ATLANTA PUBLIC SCHOO	BLALOCK ELEME	4	MA	S FLOOD	14	147	10.5	8.5282337	0	25	1	4	9.5	19	23	25	1.874440105	2.4446497	3.83452	F	13.201846
ATLANTA PUBLIC SCHOO	BLALOCK ELEME	5	RD	D JEFFERSON	16	178	11.125	4.8287334	3	21	4	8	12	14	16	21	1.136148015	1.8284998	2.507523	F	21.85147
ATLANTA PUBLIC SCHOO	BLALOCK ELEME	5	LA	D JEFFERSON	16	179	11.1875	4.6363599	3	23	7	8.5	10	14	17	23	1.434674213	2.0406349	2.96515	F	19.117238
ATLANTA PUBLIC SCHOO	BLALOCK ELEME	5	MA	D JEFFERSON	16	417	26.0625	9.3628254	11	41	12	20	27	35	36	41	1.824890617	2.5360989	3.726965	F	38.228176
ATLANTA PUBLIC SCHOO	BLALOCK ELEME	5	RD	S BOYD	12	118	9.833333333	5.5404846	0	20	5	7	8.5	14	17	20	1.136148015	1.8284998	2.719675	F	16.47686
ATLANTA PUBLIC SCHOO	BLALOCK ELEME	5	LA	S BOYD	12	168	14	9.8534719	0	28	2	4.5	15	23	25	28	1.434674213	2.0406349	3.201916	F	21.330403
ATLANTA PUBLIC SCHOO	BLALOCK ELEME	5	MA	S BOYD	12	294	24.5	14.317821	0	45	3	16	29	35	39	45	1.824890617	2.5360989	4.021217	F	30.972326
ATLANTA PUBLIC SCHOO	BOLTON ACADEM	1	RD	DATCHER	21	63	3	2.4494897	0	8	0	1	3	5	6	8	1.080588194	1.4903398	2.056245	F	5.9019089
ATLANTA PUBLIC SCHOO	BOLTON ACADEM	1	LA	DATCHER	21	120	5.714285714	4.3605373	0	16	1	3	5	8	11	12	1.603036826	1.9473378	2.877869	F	9.6748027
ATLANTA PUBLIC SCHOO	BOLTON ACADEM	1	MA	DATCHER	21	88	4.19047619	2.7680146	0	8	0	3	4	6	8	8	1.74803401	2.0489466	3.089384	F	5.462649
ATLANTA PUBLIC SCHOO	BOLTON ACADEM	1	LA	POWELL	23	65	2.826086957	2.2084996	0	7	0	1	2	4	7	7	1.603036826	1.9473378	2.821181	F	3.0120826
ATLANTA PUBLIC SCHOO	BOLTON ACADEM	1	MA	POWELL	23	83	3.608695652	3.0111781	0	11	0	1	3	6	8	8	1.74803401	2.0489466	3.029739	F	4.3551256
ATLANTA PUBLIC SCHOO	BOLTON ACADEM	2	LA	LUCKY	19	65	3.421052632	2.5014616	0	10	0	2	3	5	7	10	1.319203885	1.7325901	2.511654	F	5.2878904
ATLANTA PUBLIC SCHOO	BOLTON ACADEM	2	LA	TOMPKINS	19	58	3.052631579	2.6346765	0	11	1	1	2	4	7	11	1.319203885	1.7325901	2.511654	F	4.3610063
ATLANTA PUBLIC SCHOO	BOLTON ACADEM	2	MA	TOMPKINS	19	88	4.631578947	3.1659741	0	12	1	2	4	7	9	12	1.728771036	2.047211	3.137758	F	6.1806265
ATLANTA PUBLIC SCHOO	BOLTON ACADEM	2	RD	WOODS	19	67	3.526315789	2.3656904	0	8	0	2	3	6	7	8	0.914374058	1.381785	1.865384	F	8.2394804
ATLANTA PUBLIC SCHOO	BOLTON ACADEM	2	LA	WOODS	19	61	3.210526316	1.7184925	0	7	1	2	3	4	6	7	1.319203885	1.7325901	2.511654	F	4.7582423
ATLANTA PUBLIC SCHOO	BOLTON ACADEM	2	MA	WOODS	19	98	5.157894737	4.537047	0	16	0	1	4	8	13	16	1.728771036	2.047211	3.137758	F	7.3012523
ATLANTA PUBLIC SCHOO	BOYD ELEMENTA	1	RD	DEBORAH JONES	3	12	4	3.6055513	0	7	0	0	5	7	7	7	1.080588194	1.4903398	3.661932	F	3.392897
ATLANTA PUBLIC SCHOO	BOYD ELEMENTA	1	LA	DEBORAH JONES	3	17	5.666666667	3.5118846	2	9	2	2	6	9	9	9	1.603036826	1.9473378	4.975925	F	3.6143772
ATLANTA PUBLIC SCHOO	BOYD ELEMENTA	1	MA	DEBORAH JONES	3	22	7.333333333	1.5275252	6	9	6	6	7	9	9	9	1.74803401	2.0489466	5.296914	F	4.7214614
ATLANTA PUBLIC SCHOO	BOYD ELEMENTA	1	LA	GAY NASH	16	55	3.4375	3.669128	0	12	0	0	3.5	4.5	9	12	1.603036826	1.9473378	3.06354	F	3.7681457
ATLANTA PUBLIC SCHOO	BOYD ELEMENTA	1	MA	GAY NASH	16	155	9.6875	5.1603456	1	20	3	6.5	10	13	17	20	1.74803401	2.0489466	3.284744	F	15.499606
ATLANTA PUBLIC SCHOO	BOYD ELEMENTA	1	LA	LATITA DREW	17	75	4.411764706	2.2654697	0	7	0	4	5	6	7	7	1.603036826	1.9473378	3.019933	F	5.94693
ATLANTA PUBLIC SCHOO	BOYD ELEMENTA	1	MA	LATITA DREW	17	67	3.941176471	2.3577157	1	8	1	2	4	6	8	8	1.74803401	2.0489466	3.238862	F	4.4132717
ATLANTA PUBLIC SCHOO	BOYD ELEMENTA	1	RD	TIFFANY HOLLIS	17	86	5.058823529	3.648126	0	12	1	2	6	7	11	12	1.080588194	1.4903398	2.16497	F	11.006003
ATLANTA PUBLIC SCHOO	BOYD ELEMENTA	1	LA	TIFFANY HOLLIS	17	132	7.764705882	4.8929722	2	18	2	5	5	11	16	18	1.603036826	1.9473378	3.019933	F	13.046125
ATLANTA PUBLIC SCHOO	BOYD ELEMENTA	1	MA	TIFFANY HOLLIS	17	152	8.941176471	3.648126	2	15	4	6	10	12	14	15	1.74803401	2.0489466	3.238862	F	14.474797
ATLANTA PUBLIC SCHOO	BOYD ELEMENTA	2	RD	CHALITA BISHOP	12	105	8.75	6.032111	0	23	4	5	7	12	15	23	0.914374058	1.381785	2.111035	F	19.643726
ATLANTA PUBLIC SCHOO	BOYD ELEMENTA	2	LA	CHALITA BISHOP	12	152	12.66666667	7.3154051	1	28	5	9.5	12	16	23	28	1.319203885	1.7325901	2.819671	F	22.687862
ATLANTA PUBLIC SCHOO	BOYD ELEMENTA	2	MA	CHALITA BISHOP	12	186	15.5	6.7890286	2	24	7	12	16	22	23	24	1.728771036	2.047211	3.501708	F	23.302404
ATLANTA PUBLIC SCHOO	BOYD ELEMENTA	2	RD	RHONDA NELSON	14	64	4.571428571	3.321591	1	13	1	2	4	6	8	13	0.914374058	1.381785	2.022267	F	9.9027313
ATLANTA PUBLIC SCHOO	BOYD ELEMENTA	2	LA	RHONDA NELSON	14	47	3.357142857	3.1282126	0	8	0	0	2.5	6	7	8	1.319203885	1.7325901	2.708366	F	4.4010811
ATLANTA PUBLIC SCHOO	BOYD ELEMENTA	2	MA	RHONDA NELSON	14	75	5.357142857	3.201133	0	10	2	3	4.5	8	10	10	1.728771036	2.047211	3.370191	F	6.6315218
ATLANTA PUBLIC SCHOO	BOYD ELEMENTA	2	RD	SHANAY BENTON	13	66	5.076923077	3.174417	0	10	2	3	4	8	10	10	0.914374058	1.381785	2.064089	F	10.861519
ATLANTA PUBLIC SCHOO	BOYD ELEMENTA	2	LA	SHANAY BENTON	13	62	4.769230769	3.9613518	0	15	0	2	5	6	7	15	1.319203885	1.7325901	2.760806	F	7.1795684
ATLANTA PUBLIC SCHOO	BOYD ELEMENTA	2	MA	SHANAY BENTON	13	71	5.461538462	4.370648	0	13	0	2	3	8	11	13	1.728771036	2.047211	3.432154	F	6.5741561
ATLANTA PUBLIC SCHOO	BOYD ELEMENTA	2	RD	SHANELLE CLARK	14	40	2.857142857	2.769536	0	9	0	1	2	5	6	9	0.914374058	1.381785	2.022267	F	5.2607138
ATLANTA PUBLIC SCHOO	BOYD ELEMENTA	2	LA	SHANELLE CLARK	14	43	3.071428571	2.867974	0	10	0	1	3	4	7	10	1.319203885	1.7325901	2.708366	F	3.7840598
ATLANTA PUBLIC SCHOO	BOYD ELEMENTA	3	RD	CHAVONNE MCCORM	20	125	6.25	3.7257991	0	13	1.5	4	5	10	11	12	1.172489269	1.8664211	2.424523	F	12.166235
ATLANTA PUBLIC SCHOO	BOYD ELEMENTA	3	LA	CHAVONNE MCCORM	20	112	5.6	3.3779471	0	13	1	3.5	6	7	10	12	1.507762082	2.05317	2.88507	F	8.9135552
ATLANTA PUBLIC SCHOO	BOYD ELEMENTA	3	MA	CHAVONNE MCCORM	20	132	6.6	4.2102631	0	16	1	4	6.5	9	13	15	1.873920927	2.4330609	3.506068	F	8.6868636
ATLANTA PUBLIC SCHOO	BOYD ELEMENTA	3	RD	TIFFANY MOMON	24	67	2.791666667	2.4668087	0	10	0	1	2.5	4.5	5	6	1.172489269	1.8664211	2.315434	F	4.2500146
ATLANTA PUBLIC SCHOO	BOYD ELEMENTA	3	LA	TIFFANY MOMON	24	119	4.958333333	3.8275792	0	16	0	2	4	7.5	9	11	1.507762082	2.05317	2.765067	F	8.2332576
ATLANTA PUBLIC SCHOO	BOYD ELEMENTA	3	MA	TIFFANY MOMON	24	84	3.5	2.431675	0	9	0	2	4	5	6	8	1.873920927	2.4330609	3.36386	F	3.2741178

SystemName	SchoolName	Grade	Content	TeacherName	N_students	#_WTR	Mean_classro	Std_classrc	Min_	Max_	P10_	P25_	P50_	P75_	P90_	P95_	Mean_state	Std_state	crit_3SD	flag_3SD	Flag_Z
ATLANTA PUBLIC SCHOO	BOYD ELEMENTA	4	RD	PAMELA EVERETT	13	57	4.384615385	3.2025631	0	11	2	2	4	5	10	11	0.994595544	1.6385729	2.357971	F	7.4594729
ATLANTA PUBLIC SCHOO	BOYD ELEMENTA	5	LA	AMZIE SAMUE LS	16	55	3.4375	2.42126	0	10	1	2	3	4	6	10	1.434674213	2.0406349	2.96515	F	3.9258875
ATLANTA PUBLIC SCHOO	BOYD ELEMENTA	5	RD	DAVID ARCHIBALD	16	43	2.6875	1.8518009	0	5	0	0.5	3	4	5	5	1.136148015	1.8284998	2.507523	F	3.3937155
ATLANTA PUBLIC SCHOO	BOYD ELEMENTA	5	LA	DAVID ARCHIBALD	16	70	4.375	4.0967467	0	14	0	1.5	3	7.5	10	14	1.434674213	2.0406349	2.96515	F	5.7635509
ATLANTA PUBLIC SCHOO	BOYD ELEMENTA	5	MA	DAVID ARCHIBALD	16	74	4.625	3.5753788	0	12	0	2	5	7	11	12	1.824890617	2.5360989	3.726965	F	4.416404
ATLANTA PUBLIC SCHOO	BRANDON ELEME	3	MA	VISEL	16	67	4.1875	3.8508657	0	13	1	1	4	6	12	13	1.873920927	2.4330609	3.698717	F	3.8035695
ATLANTA PUBLIC SCHOO	BURGESS PETER	1	LA	JACKSON	14	54	3.857142857	2.9834709	0	11	1	2	3.5	5	8	11	1.603036826	1.9473378	3.164381	F	4.3310885
ATLANTA PUBLIC SCHOO	BURGESS PETER	1	MA	JACKSON	14	83	5.928571429	3.2925157	2	12	3	4	4.5	9	12	12	1.74803401	2.0489466	3.390846	F	7.6342345
ATLANTA PUBLIC SCHOO	BURGESS PETER	3	LA	WATTS	17	70	4.117647059	2.7812397	0	10	1	2	4	6	8	10	1.507762082	2.05317	3.001663	F	5.2410815
ATLANTA PUBLIC SCHOO	C W HILL ELEM	1	MA	MANLEY N	2	15	7.5	6.363961	3	12	3	3	7.5	12	12	12	1.74803401	2.0489466	6.094506	F	3.9700929
ATLANTA PUBLIC SCHOO	C W HILL ELEM	1	RD	WBROWN A	15	40	2.666666667	1.9880596	0	7	0	1	2	4	6	7	1.080588194	1.4903398	2.235	F	4.1217818
ATLANTA PUBLIC SCHOO	C W HILL ELEM	3	RD	BLYTHERS K	15	131	8.733333333	4.0789821	3	19	4	6	9	11	13	19	1.172489269	1.8664211	2.618213	F	15.689398
ATLANTA PUBLIC SCHOO	C W HILL ELEM	3	LA	BLYTHERS K	15	174	11.6	5.2345009	1	22	5	8	12	14	17	22	1.507762082	2.05317	3.098141	F	19.037425
ATLANTA PUBLIC SCHOO	C W HILL ELEM	3	MA	BLYTHERS K	15	144	9.6	5.0398413	1	18	5	6	8	15	17	18	1.873920927	2.4330609	3.758562	F	12.29849
ATLANTA PUBLIC SCHOO	C W HILL ELEM	3	RD	GORMAN U	13	93	7.153846154	2.9110752	2	11	3	6	7	9	11	11	1.172489269	1.8664211	2.725445	F	11.554782
ATLANTA PUBLIC SCHOO	C W HILL ELEM	3	LA	GORMAN U	13	96	7.384615385	6.1851767	1	20	1	2	6	11	16	20	1.507762082	2.05317	3.216103	F	10.320283
ATLANTA PUBLIC SCHOO	C W HILL ELEM	3	MA	GORMAN U	13	66	5.076923077	6.5633012	0	21	0	1	2	10	12	21	1.873920927	2.4330609	3.89835	F	4.7465267
ATLANTA PUBLIC SCHOO	C W HILL ELEM	4	LA	CURRY M	22	66	3	3.4503278	0	14	0	0	2.5	5	6	8	1.405105438	2.0332046	2.705547	F	3.6792749
ATLANTA PUBLIC SCHOO	C W HILL ELEM	5	RD	DANSO A	5	25	5	1	4	6	4	4	5	6	6	6	1.136148015	1.8284998	3.589338	F	4.7250953
ATLANTA PUBLIC SCHOO	C W HILL ELEM	5	LA	DANSO A	5	40	8	4.6368092	0	12	0	9	9	10	12	12	1.434674213	2.0406349	4.172473	F	7.1940917
ATLANTA PUBLIC SCHOO	C W HILL ELEM	5	MA	DANSO A	5	46	9.2	4.3817805	3	15	3	8	9	11	15	15	1.824890617	2.5360989	5.227424	F	6.5026035
ATLANTA PUBLIC SCHOO	C W HILL ELEM	5	RD	SLACK M	22	240	10.90909091	5.2816762	2	21	5	6	10	16	17	18	1.136148015	1.8284998	2.30566	F	25.069276
ATLANTA PUBLIC SCHOO	C W HILL ELEM	5	LA	SLACK M	22	173	7.863636364	4.3675803	0	14	3	4	8	12	13	13	1.434674213	2.0406349	2.739869	F	14.777021
ATLANTA PUBLIC SCHOO	C W HILL ELEM	5	MA	SLACK M	22	174	7.909090909	5.5798028	0	18	1	4	7	12	16	16	1.824890617	2.5360989	3.446985	F	11.25249
ATLANTA PUBLIC SCHOO	CAPITOL VIEW	1	RD	JONES	18	65	3.611111111	2.1458274	0	8	1	2	3.5	5	7	8	1.080588194	1.4903398	2.134418	F	7.203793
ATLANTA PUBLIC SCHOO	CAPITOL VIEW	1	LA	JONES	18	85	4.722222222	3.2322921	1	11	1	2	4.5	8	9	11	1.603036826	1.9473378	2.980013	F	6.7957304
ATLANTA PUBLIC SCHOO	CAPITOL VIEW	1	MA	JONES	18	146	8.111111111	4.1286501	1	17	2	5	8	11	13	17	1.74803401	2.0489466	3.196858	F	13.175673
ATLANTA PUBLIC SCHOO	CAPITOL VIEW	1	RD	ROBERTSON	17	96	5.647058824	2.2622217	2	12	3	5	5	6	9	12	1.080588194	1.4903398	2.16497	F	12.633388
ATLANTA PUBLIC SCHOO	CAPITOL VIEW	1	LA	ROBERTSON	17	133	7.823529412	3.1471275	4	15	4	6	7	10	12	15	1.603036826	1.9473378	3.019933	F	13.170672
ATLANTA PUBLIC SCHOO	CAPITOL VIEW	1	MA	ROBERTSON	17	147	8.647058824	3.723929	3	17	5	6	8	12	13	17	1.74803401	2.0489466	3.238862	F	13.882943
ATLANTA PUBLIC SCHOO	CAPITOL VIEW	2	RD	LONGINO	19	48	2.526315789	2.8745709	0	11	0	1	2	3	8	11	0.914374058	1.381785	1.865384	F	5.0849382
ATLANTA PUBLIC SCHOO	CAPITOL VIEW	2	LA	LONGINO	19	94	4.947368421	3.2399191	1	12	1	2	4	7	9	12	1.319203885	1.7325901	2.511654	F	9.1278387
ATLANTA PUBLIC SCHOO	CAPITOL VIEW	2	MA	LONGINO	19	119	6.263157895	5.1837578	0	19	0	3	6	9	18	19	1.728771036	2.047211	3.137758	F	9.6545664
ATLANTA PUBLIC SCHOO	CAPITOL VIEW	2	LA	MORELAND	10	40	4	3.4318767	0	11	0	1	3.5	6	9	11	1.319203885	1.7325901	2.962883	F	4.8929183
ATLANTA PUBLIC SCHOO	CAPITOL VIEW	3	RD	GOODMAN	12	83	6.916666667	3.2039275	2	11	3	4.5	6.5	10	11	11	1.172489269	1.8664211	2.788857	F	10.661267
ATLANTA PUBLIC SCHOO	CAPITOL VIEW	3	LA	GOODMAN	12	104	8.666666667	2.8391206	4	12	4	7	8.5	11	12	12	1.507762082	2.05317	3.285859	F	12.07848
ATLANTA PUBLIC SCHOO	CAPITOL VIEW	3	MA	GOODMAN	12	120	10	3.8376129	3	18	7	8	9.5	12	15	18	1.873920927	2.4330609	3.981013	F	11.569609
ATLANTA PUBLIC SCHOO	CAPITOL VIEW	3	RD	JACKSON	15	88	5.866666667	4.5960646	1	17	1	2	5	7	14	17	1.172489269	1.8664211	2.618213	F	9.7408195
ATLANTA PUBLIC SCHOO	CAPITOL VIEW	3	LA	JACKSON	15	99	6.6	5.4615539	2	23	2	2	5	9	11	23	1.507762082	2.05317	3.098141	F	9.6057085
ATLANTA PUBLIC SCHOO	CAPITOL VIEW	3	MA	JACKSON	15	126	8.4	3.8877096	2	15	4	6	8	12	14	15	1.873920927	2.4330609	3.758562	F	10.388312
ATLANTA PUBLIC SCHOO	CAPITOL VIEW	3	RD	ROSS	16	109	6.8125	3.6736676	2	14	3	3.5	6.5	8.5	13	14	1.172489269	1.8664211	2.572305	F	12.087328
ATLANTA PUBLIC SCHOO	CAPITOL VIEW	3	LA	ROSS	16	149	9.3125	5.0162237	1	17	1	5.5	11	13	15	17	1.507762082	2.05317	3.04764	F	15.205244
ATLANTA PUBLIC SCHOO	CAPITOL VIEW	3	MA	ROSS	16	228	14.25	4.6547467	8	25	9	11	13	19	19	25	1.873920927	2.4330609	3.698717	F	20.346518
ATLANTA PUBLIC SCHOO	CAPITOL VIEW	4	RD	HUMMINGS	22	154	7	4.2426407	1	18	1	4	7	9	11	13	0.994595544	1.6385729	2.04263	F	17.190473
ATLANTA PUBLIC SCHOO	CAPITOL VIEW	4	LA	HUMMINGS	22	141	6.409090909	4.0901635	0	17	2	4	6	9	11	12	1.405105438	2.0332046	2.705547	F	11.543734
ATLANTA PUBLIC SCHOO	CAPITOL VIEW	4	MA	HUMMINGS	22	238	10.81818182	5.9971133	1	23	3	6	12	16	18	18	1.874440105	2.4446497	3.438043	F	17.159868
ATLANTA PUBLIC SCHOO	CAPITOL VIEW	4	RD	WRIGHT	12	59	4.916666667	3.4761089	0	14	2	3	4.5	6	7	14	0.994595544	1.6385729	2.413641	F	8.2916376
ATLANTA PUBLIC SCHOO	CAPITOL VIEW	4	LA	WRIGHT	12	50	4.166666667	2.7906771	0	10	1	2	4	6	6	10	1.405105438	2.0332046	3.165912	F	4.7050498
ATLANTA PUBLIC SCHOO	CAPITOL VIEW	4	MA	WRIGHT	12	104	8.666666667	5.0692179	2	16	2	3.5	9	12	16	16	1.874440105	2.4446497	3.991569	F	9.6246766
ATLANTA PUBLIC SCHOO	CAPITOL VIEW	5	RD	BENNETT	13	107	8.230769231	4.7108712	0	15	4	5	7	11	15	15	1.136148015	1.8284998	2.657552	F	13.989622
ATLANTA PUBLIC SCHOO	CAPITOL VIEW	5	LA	BENNETT	13	78	6	3.8297084	0	11	1	3	6	9	11	11	1.434674213	2.0406349	3.132585	F	8.06637
ATLANTA PUBLIC SCHOO	CAPITOL VIEW	5	MA	BENNETT	13	178	13.69230769	4.2892232	6	20	7	12	14	17	18	20	1.824890617	2.5360989	3.935052	F	16.87181
ATLANTA PUBLIC SCHOO	CAPITOL VIEW	5	RD	PIRTLE	16	139	8.6875	4.9493266	1	17	2	6	7	13	16	17	1.136148015	1.8284998	2.507523	F	16.51923
ATLANTA PUBLIC SCHOO	CAPITOL VIEW	5	LA	PIRTLE	16	90	5.625	3.4229617	2	14	3	3	4.5	7.5	11	14	1.434674213	2.0406349	2.96515	F	8.2137687

SystemName	SchoolName	Grade	Content	TeacherName	N_students	#_WTR	Mean_classro	Std_classrc	Min_	Max_	P10_	P25_	P50_	P75_	P90_	P95_	Mean_state	Std_state	crit_3SD	flag_3SD	Flag_Z
ATLANTA PUBLIC SCHOO	CAPITOL VIEW	5	MA	PIRTLE	16	152	9.5	5.4283208	2	20	4	5	8.5	14	18	20	1.824890617	2.5360989	3.726965	F	12.105378
ATLANTA PUBLIC SCHOO	CAPITOL VIEW	5	RD	SMILEY	16	122	7.625	4.9514308	1	16	2	4	6.5	11	16	16	1.136148015	1.8284998	2.507523	F	14.19492
ATLANTA PUBLIC SCHOO	CAPITOL VIEW	5	LA	SMILEY	16	79	4.9375	3.5490609	0	13	2	2.5	4	7.5	10	13	1.434674213	2.0406349	2.96515	F	6.8661489
ATLANTA PUBLIC SCHOO	CAPITOL VIEW	5	MA	SMILEY	16	170	10.625	6.0759087	1	21	3	5.5	12	16	18	21	1.824890617	2.5360989	3.726965	F	13.879757
ATLANTA PUBLIC SCHOO	CASCADE ELEME	1	MA	GREER K	14	67	4.785714286	3.9258232	0	14	1	2	4	7	10	14	1.74803401	2.0489466	3.390846	F	5.5472206
ATLANTA PUBLIC SCHOO	CASCADE ELEME	1	MA	MEAD I	14	55	3.928571429	2.6736401	1	11	2	2	3.5	5	7	11	1.74803401	2.0489466	3.390846	F	3.9819603
ATLANTA PUBLIC SCHOO	CASCADE ELEME	1	MA	WILLIAMSON C	13	56	4.307692308	3.3760089	0	9	0	2	4	7	9	9	1.74803401	2.0489466	3.452861	F	4.5042556
ATLANTA PUBLIC SCHOO	CASCADE ELEME	2	LA	AUGUSTIN E	14	43	3.071428571	2.0177781	0	6	1	1	3	5	6	6	1.319203885	1.7325901	2.708366	F	3.7840598
ATLANTA PUBLIC SCHOO	CASCADE ELEME	2	MA	AUGUSTIN E	14	58	4.142857143	3.7180877	0	12	0	1	3	7	9	12	1.728771036	2.047211	3.370191	F	4.4121897
ATLANTA PUBLIC SCHOO	CASCADE ELEME	2	RD	CONNER M	14	35	2.5	1.6525039	0	7	1	1	3	3	3	7	0.914374058	1.381785	2.022267	F	4.2936269
ATLANTA PUBLIC SCHOO	CASCADE ELEME	2	LA	CONNER M	14	47	3.357142857	2.1342317	1	7	1	2	3	5	7	7	1.319203885	1.7325901	2.708366	F	4.4010811
ATLANTA PUBLIC SCHOO	CASCADE ELEME	3	RD	DAVID K	16	59	3.6875	2.70108	1	11	1	2	3	5	7	11	1.172489269	1.8664211	2.572305	F	5.3900178
ATLANTA PUBLIC SCHOO	CASCADE ELEME	3	LA	DAVID K	16	71	4.4375	3.4052655	0	12	0	2	4	6.5	9	12	1.507762082	2.05317	3.04764	F	5.7077356
ATLANTA PUBLIC SCHOO	CASCADE ELEME	3	MA	DAVID K	16	64	4	2.7808871	0	9	1	2	3	7	8	9	1.873920927	2.4330609	3.698717	F	3.4953158
ATLANTA PUBLIC SCHOO	CASCADE ELEME	3	RD	MILLINES V	15	44	2.933333333	2.1201977	0	6	0	1	3	5	6	6	1.172489269	1.8664211	2.618213	F	3.653902
ATLANTA PUBLIC SCHOO	CASCADE ELEME	3	LA	MILLINES V	15	48	3.2	2.5128243	0	9	0	2	2	5	7	9	1.507762082	2.05317	3.098141	F	3.1921415
ATLANTA PUBLIC SCHOO	CASCADE ELEME	4	RD	MOLOCK A	16	97	6.0625	6.2446644	0	22	0	1.5	4	9	17	22	0.994595544	1.6385729	2.223525	F	12.371508
ATLANTA PUBLIC SCHOO	CASCADE ELEME	4	LA	MOLOCK A	16	60	3.75	2.7202941	0	10	0	2	3	5.5	7	10	1.405105438	2.0332046	2.930009	F	4.6131995
ATLANTA PUBLIC SCHOO	CASCADE ELEME	4	MA	MOLOCK A	16	68	4.25	3.7148351	0	12	0	2	3.5	5	11	12	1.874440105	2.4446497	3.707927	F	3.8869534
ATLANTA PUBLIC SCHOO	CASCADE ELEME	4	RD	ROBINSON M	15	37	2.466666667	1.3020131	1	6	1	2	2	3	4	6	0.994595544	1.6385729	2.263829	F	3.4794344
ATLANTA PUBLIC SCHOO	CASCADE ELEME	4	RD	YOUNGE A	18	113	6.277777778	3.6105329	0	12	1	4	7	8	12	12	0.994595544	1.6385729	2.153242	F	13.679369
ATLANTA PUBLIC SCHOO	CASCADE ELEME	4	LA	YOUNGE A	18	72	4	2.9704426	0	9	1	2	3	6	9	9	1.405105438	2.0332046	2.842798	F	5.4147061
ATLANTA PUBLIC SCHOO	CASCADE ELEME	4	MA	YOUNGE A	18	70	3.888888889	3.8177432	0	17	1	1	3	5	6	17	1.874440105	2.4446497	3.603069	F	3.4960356
ATLANTA PUBLIC SCHOO	CHARLES R DRE	2	RD	WACHTMEISTER	18	44	2.444444444	1.8541598	0	6	0	1	2.5	4	5	6	0.914374058	1.381785	1.891444	F	4.6979372
ATLANTA PUBLIC SCHOO	CHARLES R DRE	2	LA	WACHTMEISTER	18	56	3.111111111	2.44682	0	8	1	1	2	5	7	8	1.319203885	1.7325901	2.54433	F	4.3878922
ATLANTA PUBLIC SCHOO	CHARLES R DRE	2	MA	WACHTMEISTER	18	74	4.111111111	2.2462751	1	8	1	3	4	6	8	8	1.728771036	2.047211	3.176368	F	4.9371624
ATLANTA PUBLIC SCHOO	CLEVELAND ELE	1	LA	BAR NETT	15	59	3.933333333	2.3135213	0	7	1	2	4	6	7	7	1.603036826	1.9473378	3.111438	F	4.6346348
ATLANTA PUBLIC SCHOO	CLEVELAND ELE	1	MA	BAR NETT	15	65	4.333333333	2.5819889	1	10	1	2	4	7	7	10	1.74803401	2.0489466	3.335141	F	4.8868142
ATLANTA PUBLIC SCHOO	CLEVELAND ELE	1	RD	HARRIS	18	87	4.833333333	3.7612576	0	14	1	2	4	7	11	14	1.080588194	1.4903398	2.134418	F	10.683167
ATLANTA PUBLIC SCHOO	CLEVELAND ELE	1	MA	SALES	18	64	3.555555556	2.8946649	0	10	0	1	3	6	7	10	1.74803401	2.0489466	3.196858	F	3.7427352
ATLANTA PUBLIC SCHOO	CLEVELAND ELE	2	LA	MARSHALL	15	43	2.866666667	2.6956755	0	8	0	1	2	6	6	8	1.319203885	1.7325901	2.661262	F	3.459155
ATLANTA PUBLIC SCHOO	CLEVELAND ELE	2	RD	SIMMS	18	49	2.722222222	2.1366702	0	8	1	1	2	5	5	8	0.914374058	1.381785	1.891444	F	5.5508277
ATLANTA PUBLIC SCHOO	CLEVELAND ELE	2	LA	SIMMS	18	54	3	1.7489493	0	6	1	1	3	4	6	6	1.319203885	1.7325901	2.54433	F	4.1158114
ATLANTA PUBLIC SCHOO	CLEVELAND ELE	2	MA	SIMMS	18	80	4.444444444	3.1290333	1	13	1	2	4	6	9	13	1.728771036	2.047211	3.176368	F	5.6279625
ATLANTA PUBLIC SCHOO	CLEVELAND ELE	2	RD	WILLIAMS	19	62	3.263157895	2.6633752	0	9	0	1	2	5	9	9	0.914374058	1.381785	1.865384	F	7.4093377
ATLANTA PUBLIC SCHOO	CLEVELAND ELE	2	MA	WILLIAMS	19	156	8.210526316	4.2108187	3	21	5	5	7	9	16	21	1.728771036	2.047211	3.137758	F	13.800882
ATLANTA PUBLIC SCHOO	CLEVELAND ELE	3	MA	CARSO	19	71	3.736842105	2.181796	0	9	2	2	3	5	8	9	1.873920927	2.4330609	3.548468	F	3.3374772
ATLANTA PUBLIC SCHOO	CLEVELAND ELE	3	RD	JONES	16	51	3.1875	3.4490337	0	13	0	1	2	3.5	8	13	1.172489269	1.8664211	2.572305	F	4.3184483
ATLANTA PUBLIC SCHOO	CLEVELAND ELE	3	LA	JONES	16	76	4.75	4.0906397	0	13	0	1.5	4.5	7	12	13	1.507762082	2.05317	3.04764	F	6.3165503
ATLANTA PUBLIC SCHOO	CLEVELAND ELE	3	RD	YOUNG	14	64	4.571428571	3.227628	0	12	1	2	4.5	6	9	12	1.172489269	1.8664211	2.668955	F	6.813932
ATLANTA PUBLIC SCHOO	CLEVELAND ELE	3	LA	YOUNG	14	63	4.5	2.9547875	1	10	1	2	4	7	9	10	1.507762082	2.05317	3.15396	F	5.4529966
ATLANTA PUBLIC SCHOO	CLEVELAND ELE	3	MA	YOUNG	14	66	4.714285714	2.7576069	1	10	1	3	4	6	10	10	1.873920927	2.4330609	3.82471	F	4.3680254
ATLANTA PUBLIC SCHOO	CLEVELAND ELE	5	RD	JOHNSON	23	110	4.782608696	2.627763	0	10	1	3	4	7	8	10	1.136148015	1.8284998	2.279954	F	9.5640215
ATLANTA PUBLIC SCHOO	CLEVELAND ELE	5	MA	JOHNSON	23	79	3.434782609	3.4879805	0	14	0	1	3	5	7	10	1.824890617	2.5360989	3.41133	F	3.0443492
ATLANTA PUBLIC SCHOO	CONNALLY ELEM	1	RD	HARBOUR D	18	51	2.833333333	1.7904978	0	6	0	2	2.5	4	5	6	1.080588194	1.4903398	2.134418	F	4.9896458
ATLANTA PUBLIC SCHOO	CONNALLY ELEM	1	LA	HARBOUR D	18	78	4.333333333	4.5114234	0	15	0	1	2.5	9	10	15	1.603036826	1.9473378	2.980013	F	5.948463
ATLANTA PUBLIC SCHOO	CONNALLY ELEM	1	MA	HARBOUR D	18	76	4.222222222	3.1352935	0	10	0	1	4	7	9	10	1.74803401	2.0489466	3.196858	F	5.123165
ATLANTA PUBLIC SCHOO	CONNALLY ELEM	1	MA	HASSAN V	18	121	6.722222222	3.8010147	0	14	1	4	6.5	9	12	14	1.74803401	2.0489466	3.196858	F	10.299777
ATLANTA PUBLIC SCHOO	CONNALLY ELEM	1	LA	SANDERS A	16	63	3.9375	4.3736903	0	13	0	1	1.5	6	12	13	1.603036826	1.9473378	3.06354	F	4.7951889
ATLANTA PUBLIC SCHOO	CONNALLY ELEM	1	MA	SANDERS A	16	71	4.4375	3.2857013	0	14	1	2.5	3.5	6	7	14	1.74803401	2.0489466	3.284744	F	5.2504365
ATLANTA PUBLIC SCHOO	CONNALLY ELEM	2	RD	BAILEY S	15	30	2	1.6035675	0	5	0	1	2	3	4	5	0.914374058	1.381785	1.9847	F	3.0428839
ATLANTA PUBLIC SCHOO	CONNALLY ELEM	2	LA	BAILEY S	15	40	2.666666667	2.7429563	0	10	0	1	2	4	6	10	1.319203885	1.7325901	2.661262	F	3.0120806
ATLANTA PUBLIC SCHOO	CONNALLY ELEM	2	MA	BAILEY S	15	66	4.4	2.8233718	0	8	1	1	5	7	8	8	1.728771036	2.047211	3.314534	F	5.0535218
ATLANTA PUBLIC SCHOO	CONNALLY ELEM	2	MA	PHARR V	16	58	3.625	5.7951129	0	22	0	0	1.5	4.5	12	22	1.728771036	2.047211	3.264179	F	3.7049996

SystemName	SchoolName	Grade	Content	TeacherName	N_students	#_WTR	Mean_classro	Std_classrc	Min_	Max_	P10_	P25_	P50_	P75_	P90_	P95_	Mean_state	Std_state	crit_3SD	flag_3SD	Flag_Z
ATLANTA PUBLIC SCHOO	CONNALLY ELEM	2	RD	ROFIE	17	79	4.647058824	4.2857493	1	16	1	2	3	5	12	16	0.914374058	1.381785	1.91977	F	11.137951
ATLANTA PUBLIC SCHOO	CONNALLY ELEM	2	LA	ROFIE	17	53	3.117647059	2.8036216	0	10	0	1	2	5	7	10	1.319203885	1.7325901	2.579848	F	4.2798186
ATLANTA PUBLIC SCHOO	CONNALLY ELEM	2	MA	ROFIE	17	126	7.411764706	4.542285	1	17	1	3	8	10	12	17	1.728771036	2.047211	3.218336	F	11.445612
ATLANTA PUBLIC SCHOO	CONNALLY ELEM	2	RD	WILSON L	15	88	5.866666667	4.3402875	0	14	0	3	6	8	12	14	0.914374058	1.381785	1.9847	F	13.880703
ATLANTA PUBLIC SCHOO	CONNALLY ELEM	2	LA	WILSON L	15	56	3.733333333	3.3904628	0	10	0	1	3	6	9	10	1.319203885	1.7325901	2.661262	F	5.3964774
ATLANTA PUBLIC SCHOO	CONNALLY ELEM	2	MA	WILSON L	15	140	9.333333333	7.0373155	0	23	0	1	10	15	16	23	1.728771036	2.047211	3.314534	F	14.38657
ATLANTA PUBLIC SCHOO	CONNALLY ELEM	3	RD	MCCLOUD R	17	159	9.352941176	6.9096054	0	26	3	4	8	14	21	26	1.172489269	1.8664211	2.53051	F	18.071414
ATLANTA PUBLIC SCHOO	CONNALLY ELEM	3	LA	MCCLOUD R	17	138	8.117647059	5.0359005	0	15	1	5	8	12	15	15	1.507762082	2.05317	3.001663	F	13.273744
ATLANTA PUBLIC SCHOO	CONNALLY ELEM	3	MA	MCCLOUD R	17	198	11.64705882	8.8100878	0	27	0	5	11	20	23	27	1.873920927	2.4330609	3.644233	F	16.561723
ATLANTA PUBLIC SCHOO	CONNALLY ELEM	3	RD	PAUL A	14	119	8.5	6.3700018	1	23	1	3	7	13	15	23	1.172489269	1.8664211	2.668955	F	14.68963
ATLANTA PUBLIC SCHOO	CONNALLY ELEM	3	LA	PAUL A	14	129	9.214285714	6.3509972	1	20	3	4	6.5	14	19	20	1.507762082	2.05317	3.15396	F	14.04422
ATLANTA PUBLIC SCHOO	CONNALLY ELEM	3	MA	PAUL A	14	173	12.35714286	7.1855319	1	23	2	7	15	17	23	23	1.873920927	2.4330609	3.82471	F	16.121514
ATLANTA PUBLIC SCHOO	CONNALLY ELEM	3	RD	SYLVESTER M	15	105	7	2.0701967	2	10	5	6	7	9	9	10	1.172489269	1.8664211	2.618213	F	12.092583
ATLANTA PUBLIC SCHOO	CONNALLY ELEM	3	LA	SYLVESTER M	15	98	6.533333333	2.8250579	1	11	3	5	7	8	10	11	1.507762082	2.05317	3.098141	F	9.4799523
ATLANTA PUBLIC SCHOO	CONNALLY ELEM	3	MA	SYLVESTER M	15	80	5.333333333	2.8702082	2	11	3	3	4	7	11	11	1.873920927	2.4330609	3.758562	F	5.5067453
ATLANTA PUBLIC SCHOO	CONNALLY ELEM	3	RD	WILLIAMS R	15	217	14.46666667	9.1485102	2	35	3	6	14	22	24	35	1.172489269	1.8664211	2.618213	F	27.586555
ATLANTA PUBLIC SCHOO	CONNALLY ELEM	3	LA	WILLIAMS R	15	224	14.93333333	9.5876905	4	29	5	6	13	26	29	29	1.507762082	2.05317	3.098141	F	25.325235
ATLANTA PUBLIC SCHOO	CONNALLY ELEM	3	MA	WILLIAMS R	15	245	16.33333333	7.6966288	2	28	4	11	17	24	27	28	1.873920927	2.4330609	3.758562	F	23.016713
ATLANTA PUBLIC SCHOO	CONNALLY ELEM	4	RD	BRAMWELL G	19	85	4.473684211	3.339468	0	14	1	2	4	7	8	14	0.994595544	1.6385729	2.122339	F	9.2550022
ATLANTA PUBLIC SCHOO	CONNALLY ELEM	4	LA	BRAMWELL G	19	58	3.052631579	2.120631	0	6	0	2	3	5	6	6	1.405105438	2.0332046	2.804453	F	3.5320597
ATLANTA PUBLIC SCHOO	CONNALLY ELEM	4	MA	BRAMWELL G	19	108	5.684210526	3.2154597	0	11	1	2	6	9	9	11	1.874440105	2.4446497	3.556963	F	6.7929585
ATLANTA PUBLIC SCHOO	CONNALLY ELEM	4	RD	BUTLER P	15	140	9.333333333	5.0943479	2	18	2	5	11	12	17	18	0.994595544	1.6385729	2.263829	F	19.709707
ATLANTA PUBLIC SCHOO	CONNALLY ELEM	4	LA	BUTLER P	15	152	10.13333333	6.4127848	0	25	5	6	8	13	20	25	1.405105438	2.0332046	2.980019	F	16.626109
ATLANTA PUBLIC SCHOO	CONNALLY ELEM	4	MA	BUTLER P	15	174	11.6	6.6203151	3	25	4	6	11	17	22	25	1.874440105	2.4446497	3.768058	F	15.407905
ATLANTA PUBLIC SCHOO	CONNALLY ELEM	4	RD	FULFORD	19	142	7.473684211	4.2865218	0	14	2	3	8	12	13	14	0.994595544	1.6385729	2.122339	F	17.235542
ATLANTA PUBLIC SCHOO	CONNALLY ELEM	4	LA	FULFORD	19	123	6.473684211	5.3579476	0	21	0	3	6	9	14	21	1.405105438	2.0332046	2.804453	F	10.866306
ATLANTA PUBLIC SCHOO	CONNALLY ELEM	4	MA	FULFORD	19	152	8	5.9066817	0	24	1	3	8	10	16	24	1.874440105	2.4446497	3.556963	F	10.922095
ATLANTA PUBLIC SCHOO	CONNALLY ELEM	4	RD	KING T	2	18	9	12.727922	0	18	0	0	9	18	18	18	0.994595544	1.6385729	4.470534	F	6.9092754
ATLANTA PUBLIC SCHOO	CONNALLY ELEM	4	LA	KING T	2	22	11	15.556349	0	22	0	0	11	22	22	22	1.405105438	2.0332046	5.718184	F	6.6738144
ATLANTA PUBLIC SCHOO	CONNALLY ELEM	4	MA	KING T	2	23	11.5	12.020815	3	20	3	3	12	20	20	20	1.874440105	2.4446497	7.060325	F	5.5683222
ATLANTA PUBLIC SCHOO	CONNALLY ELEM	4	RD	TAYLOR D	15	123	8.2	6.0142687	0	17	0	2	7	14	15	17	0.994595544	1.6385729	2.263829	F	17.030924
ATLANTA PUBLIC SCHOO	CONNALLY ELEM	4	LA	TAYLOR D	15	132	8.8	5.212622	1	16	1	4	8	14	15	16	1.405105438	2.0332046	2.980019	F	14.086287
ATLANTA PUBLIC SCHOO	CONNALLY ELEM	4	MA	TAYLOR D	15	168	11.2	6.3493532	2	22	2	6	11	17	19	22	1.874440105	2.4446497	3.768058	F	14.774198
ATLANTA PUBLIC SCHOO	CONNALLY ELEM	5	RD	DARVILLE M	23	167	7.260869565	4.5548914	0	21	1	5	7	10	11	12	1.136148015	1.8284998	2.279954	F	16.064062
ATLANTA PUBLIC SCHOO	CONNALLY ELEM	5	LA	DARVILLE M	23	143	6.217391304	3.6550901	0	14	2	3	5	10	11	12	1.434674213	2.0406349	2.71118	F	11.240181
ATLANTA PUBLIC SCHOO	CONNALLY ELEM	5	MA	DARVILLE M	23	189	8.217391304	5.767909	2	25	2	4	8	9	14	22	1.824890617	2.5360989	3.41133	F	12.088391
ATLANTA PUBLIC SCHOO	CONNALLY ELEM	5	RD	FRANKLIN V	26	154	5.923076923	4.4893035	1	16	1	1	5	10	12	13	1.136148015	1.8284998	2.211943	F	13.349
ATLANTA PUBLIC SCHOO	CONNALLY ELEM	5	LA	FRANKLIN V	26	126	4.846153846	4.1731744	0	13	0	2	3.5	8	12	12	1.434674213	2.0406349	2.635279	F	8.5244063
ATLANTA PUBLIC SCHOO	CONNALLY ELEM	5	MA	FRANKLIN V	26	222	8.538461538	5.735718	1	22	1	5	7.5	12	16	20	1.824890617	2.5360989	3.317	F	13.498144
ATLANTA PUBLIC SCHOO	CONNALLY ELEM	5	RD	LEITNER L	3	28	9.333333333	3.0550505	6	12	6	6	10	12	12	12	1.136148015	1.8284998	4.303203	F	7.7648036
ATLANTA PUBLIC SCHOO	CONNALLY ELEM	5	LA	LEITNER L	3	15	5	2	3	7	3	3	5	7	7	7	1.434674213	2.0406349	4.969158	F	3.0261785
ATLANTA PUBLIC SCHOO	CONNALLY ELEM	5	MA	LEITNER L	3	29	9.666666667	4.7258156	6	15	6	6	8	15	15	15	1.824890617	2.5360989	6.217543	F	5.3556091
ATLANTA PUBLIC SCHOO	CONNALLY ELEM	5	RD	MATHIS M	23	265	11.52173913	5.6477636	0	22	7	8	11	15	19	22	1.136148015	1.8284998	2.279954	F	27.239569
ATLANTA PUBLIC SCHOO	CONNALLY ELEM	5	LA	MATHIS M	23	211	9.173913043	4.6676077	0	16	2	6	10	12	15	16	1.434674213	2.0406349	2.71118	F	18.188499
ATLANTA PUBLIC SCHOO	CONNALLY ELEM	5	MA	MATHIS M	23	213	9.260869565	6.432993	1	24	2	4	9	13	19	22	1.824890617	2.5360989	3.41133	F	14.061637
ATLANTA PUBLIC SCHOO	CONTINENTAL C	1	RD	HORTON	19	43	2.263157895	1.8809603	0	6	0	0	2	3	5	6	1.080588194	1.4903398	2.10631	F	3.4587426
ATLANTA PUBLIC SCHOO	CONTINENTAL C	1	RD	WHITE	8	31	3.875	3.0443155	0	9	0	1.5	3.5	6	9	9	1.080588194	1.4903398	2.661332	F	5.3033476
ATLANTA PUBLIC SCHOO	CONTINENTAL C	1	LA	WHITE	8	71	8.875	3.4820971	6	16	6	6	8	11	16	16	1.603036826	1.9473378	3.6685	F	10.562224
ATLANTA PUBLIC SCHOO	CONTINENTAL C	2	LA	GLOVER JOHNSON	17	47	2.764705882	2.4374529	0	10	0	1	2	4	6	10	1.319203885	1.7325901	2.579848	F	3.439912
ATLANTA PUBLIC SCHOO	CONTINENTAL C	4	LA	TOLLIVER	18	68	3.777777778	2.5334365	0	9	1	2	3.5	6	7	9	1.405105438	2.0332046	2.842798	F	4.9510002
ATLANTA PUBLIC SCHOO	CONTINENTAL C	5	RD	SINGLETON WILSO	19	51	2.684210526	2.6885071	0	10	0	1	2	3	7	10	1.136148015	1.8284998	2.394608	F	3.690374
ATLANTA PUBLIC SCHOO	COOK ELEMENTA	3	LA	ANDERSON	13	52	4	4.8304589	0	13	0	1	1	6	12	13	1.507762082	2.05317	3.216103	F	4.376594
ATLANTA PUBLIC SCHOO	COOK ELEMENTA	3	LA	NELSON LYNCH	15	63	4.2	4.2122271	0	14	0	1	4	7	11	14	1.507762082	2.05317	3.098141	F	5.0784847
ATLANTA PUBLIC SCHOO	COOK ELEMENTA	3	MA	NELSON LYNCH	15	71	4.733333333	3.9182114	0	12	1	1	4	8	11	12	1.873920927	2.4330609	3.758562	F	4.5516562

SystemName	SchoolName	Grade	Content	TeacherName	N_students	#_WTR	Mean_classro	Std_classrc	Min_	Max_	P10_	P25_	P50_	P75_	P90_	P95_	Mean_state	Std_state	crit_3SD	flag_3SD	Flag_Z
ATLANTA PUBLIC SCHOO	COOK ELEMENTA	3	RD	VAN WALKER	1	12	12		12	12	12	12	12	12	12	12	1.172489269	1.8664211	6.771753	F	5.8012154
ATLANTA PUBLIC SCHOO	COOK ELEMENTA	3	LA	VAN WALKER	1	9	9		9	9	9	9	9	9	9	9	1.507762082	2.05317	7.667272	F	3.6491074
ATLANTA PUBLIC SCHOO	COOK ELEMENTA	3	MA	VAN WALKER	1	10	10		10	10	10	10	10	10	10	10	1.873920927	2.4330609	9.173104	F	3.3398585
ATLANTA PUBLIC SCHOO	COOK ELEMENTA	3	RD	WILLIAMS	14	49	3.5	2.0662117	0	7	2	2	3	5	7	7	1.172489269	1.8664211	2.668955	F	4.6660144
ATLANTA PUBLIC SCHOO	COOK ELEMENTA	3	LA	WILLIAMS	14	65	4.642857143	2.8177226	0	10	2	3	4	7	9	10	1.507762082	2.05317	3.15396	F	5.7133367
ATLANTA PUBLIC SCHOO	COOK ELEMENTA	3	MA	WILLIAMS	14	57	4.071428571	2.0177781	1	8	2	2	4	5	7	8	1.873920927	2.4330609	3.82471	F	3.3794143
ATLANTA PUBLIC SCHOO	COOK ELEMENTA	4	RD	REIMNITZ	18	64	3.555555556	4.3280511	0	14	0	1	2.5	4	12	14	0.994595544	1.6385729	2.153242	F	6.6309122
ATLANTA PUBLIC SCHOO	COOK ELEMENTA	4	MA	REIMNITZ	18	74	4.111111111	4.651235	0	21	0	2	3.5	5	6	21	1.874440105	2.4446497	3.603069	F	3.8816978
ATLANTA PUBLIC SCHOO	COOK ELEMENTA	4	RD	ROBERTSON	20	58	2.9	3.6835338	0	15	0	0	1.5	4.5	7	11	0.994595544	1.6385729	2.093784	F	5.2003958
ATLANTA PUBLIC SCHOO	COOK ELEMENTA	4	LA	ROBERTSON	20	63	3.15	2.4553915	0	9	0.5	2	2.5	4	7.5	8.5	1.405105438	2.0332046	2.769021	F	3.8379836
ATLANTA PUBLIC SCHOO	COOK ELEMENTA	4	MA	ROBERTSON	20	71	3.55	3.0517467	0	12	0.5	1.5	3	4.5	8	11	1.874440105	2.4446497	3.514361	F	3.0651964
ATLANTA PUBLIC SCHOO	COOK ELEMENTA	4	RD	WATKIS	20	55	2.75	3.3066918	0	10	0	0	1.5	4.5	9	10	0.994595544	1.6385729	2.093784	F	4.7910028
ATLANTA PUBLIC SCHOO	COOK ELEMENTA	5	RD	OFOSUHENE	14	115	8.214285714	6.2163379	0	19	1	2	7.5	13	17	19	1.136148015	1.8284998	2.602209	F	14.483987
ATLANTA PUBLIC SCHOO	COOK ELEMENTA	5	LA	OFOSUHENE	14	104	7.428571429	6.7904264	0	20	0	2	5	13	18	20	1.434674213	2.0406349	3.070822	F	10.990261
ATLANTA PUBLIC SCHOO	COOK ELEMENTA	5	MA	OFOSUHENE	14	194	13.85714286	10.647189	0	31	0	3	14	20	30	31	1.824890617	2.5360989	3.858293	F	17.751896
ATLANTA PUBLIC SCHOO	COOK ELEMENTA	5	LA	VASAN	14	50	3.571428571	3.3903548	0	12	1	1	2.5	5	8	12	1.434674213	2.0406349	3.070822	F	3.9178996
ATLANTA PUBLIC SCHOO	COOK ELEMENTA	5	MA	VASAN	14	135	9.642857143	6.7437395	1	21	1	3	10	16	17	21	1.824890617	2.5360989	3.858293	F	11.53431
ATLANTA PUBLIC SCHOO	COOK ELEMENTA	5	RD	WEEMS	16	114	7.125	5.60803	0	17	0	2	6	12	15	17	1.136148015	1.8284998	2.507523	F	13.101127
ATLANTA PUBLIC SCHOO	COOK ELEMENTA	5	MA	WEEMS	16	269	16.8125	7.6960488	3	28	5	13	18	23	27	28	1.824890617	2.5360989	3.726965	F	23.63884
ATLANTA PUBLIC SCHOO	D H STANTON E	1	LA	FREEMAN S	13	43	3.307692308	1.9741925	0	7	1	2	3	4	6	7	1.603036826	1.9473378	3.22332	F	3.156218
ATLANTA PUBLIC SCHOO	D H STANTON E	1	MA	FREEMAN S	13	67	5.153846154	3.6019937	1	13	2	3	4	5	12	13	1.74803401	2.0489466	3.452861	F	5.9932408
ATLANTA PUBLIC SCHOO	D H STANTON E	1	LA	HENDERSON	14	51	3.642857143	2.8984649	0	10	1	2	3	4	9	10	1.603036826	1.9473378	3.164381	F	3.9193553
ATLANTA PUBLIC SCHOO	D H STANTON E	1	MA	HENDERSON	14	78	5.571428571	2.8746715	2	12	2	4	5	7	10	12	1.74803401	2.0489466	3.390846	F	6.9820426
ATLANTA PUBLIC SCHOO	D H STANTON E	1	LA	PEARSON	14	57	4.071428571	2.7022579	1	10	2	2	3	5	9	10	1.603036826	1.9473378	3.164381	F	4.7428218
ATLANTA PUBLIC SCHOO	D H STANTON E	1	MA	PEARSON	14	76	5.428571429	2.6228078	2	12	3	3	5.5	7	8	12	1.74803401	2.0489466	3.390846	F	6.7211659
ATLANTA PUBLIC SCHOO	D H STANTON E	2	LA	BEAN	14	58	4.142857143	3.2547514	0	12	1	2	3	6	8	12	1.319203885	1.7325901	2.708366	F	6.0978897
ATLANTA PUBLIC SCHOO	D H STANTON E	2	MA	BEAN	14	58	4.142857143	2.7416206	0	11	1	2	4	6	6	11	1.728771036	2.047211	3.370191	F	4.4121897
ATLANTA PUBLIC SCHOO	D H STANTON E	2	LA	LONGLEY	16	52	3.25	3.4737108	0	11	0	1	2	4.5	10	11	1.319203885	1.7325901	2.618646	F	4.4575948
ATLANTA PUBLIC SCHOO	D H STANTON E	2	RD	RAILEY	16	33	2.0625	2.4891431	0	9	0	0	1.5	2.5	6	9	0.914374058	1.381785	1.950713	F	3.3236024
ATLANTA PUBLIC SCHOO	D H STANTON E	2	LA	RAILEY	16	56	3.5	3.3065591	0	14	1	1.5	2.5	5	6	14	1.319203885	1.7325901	2.618646	F	5.0347654
ATLANTA PUBLIC SCHOO	D H STANTON E	2	MA	RAILEY	16	137	8.5625	6.0988387	0	21	0	4	8.5	12	17	21	1.728771036	2.047211	3.264179	F	13.352271
ATLANTA PUBLIC SCHOO	D H STANTON E	3	RD	CROWDER	18	93	5.166666667	4.8172484	0	18	0	1	5.5	7	12	18	1.172489269	1.8664211	2.492248	F	9.0793335
ATLANTA PUBLIC SCHOO	D H STANTON E	3	RD	FREEMAN J	18	105	5.833333333	4.1052334	0	13	1	2	6	8	13	13	1.172489269	1.8664211	2.492248	F	10.594762
ATLANTA PUBLIC SCHOO	D H STANTON E	3	LA	FREEMAN J	18	62	3.444444444	2.3319324	0	9	0	2	3	5	7	9	1.507762082	2.05317	2.959573	F	4.0019323
ATLANTA PUBLIC SCHOO	D H STANTON E	3	MA	FREEMAN J	18	70	3.888888889	2.2980526	0	9	2	2	3	5	8	9	1.873920927	2.4330609	3.594355	F	3.5135927
ATLANTA PUBLIC SCHOO	D H STANTON E	3	RD	MARTIN	16	117	7.3125	6.5698173	0	25	1	2.5	6	10	15	25	1.172489269	1.8664211	2.572305	F	13.158897
ATLANTA PUBLIC SCHOO	D H STANTON E	4	RD	DRIGER	27	75	2.777777778	2.7080128	0	8	0	0	2	5	7	8	0.994595544	1.6385729	1.940626	F	5.6547295
ATLANTA PUBLIC SCHOO	D H STANTON E	4	LA	DRIGER	27	86	3.185185185	2.6462897	0	14	1	2	2	4	6	6	1.405105438	2.0332046	2.578977	F	4.5492548
ATLANTA PUBLIC SCHOO	D H STANTON E	4	MA	DRIGER	27	109	4.037037037	3.0316469	0	10	0	1	5	7	8	8	1.874440105	2.4446497	3.285859	F	4.5966435
ATLANTA PUBLIC SCHOO	D H STANTON E	4	RD	HALL	26	163	6.269230769	4.3685942	1	18	1	4	5	8	12	17	0.994595544	1.6385729	1.958647	F	16.413959
ATLANTA PUBLIC SCHOO	D H STANTON E	4	LA	HALL	26	180	6.923076923	5.1062556	2	25	2	4	5.5	8	12	18	1.405105438	2.0332046	2.601338	F	13.838374
ATLANTA PUBLIC SCHOO	D H STANTON E	4	MA	HALL	26	169	6.5	3.4899857	1	15	1	5	7	9	10	12	1.874440105	2.4446497	3.312746	F	9.6479344
ATLANTA PUBLIC SCHOO	D H STANTON E	5	LA	COWAN	16	66	4.125	4.0311289	0	15	1	1.5	3	4.5	12	15	1.434674213	2.0406349	2.96515	F	5.2735073
ATLANTA PUBLIC SCHOO	D H STANTON E	5	MA	COWAN	16	84	5.25	4.4045431	0	16	1	2.5	4	6.5	13	16	1.824890617	2.5360989	3.726965	F	5.40217
ATLANTA PUBLIC SCHOO	D H STANTON E	5	RD	TURMAN	23	94	4.086956522	3.2321263	0	11	0	1	3	6	9	11	1.136148015	1.8284998	2.279954	F	7.7394489
ATLANTA PUBLIC SCHOO	D H STANTON E	5	LA	TURMAN	23	120	5.217391304	3.9537844	0	14	1	1	5	9	10	10	1.434674213	2.0406349	2.71118	F	8.8900144
ATLANTA PUBLIC SCHOO	D H STANTON E	5	MA	TURMAN	23	142	6.173913043	4.5592281	0	16	0	2	5	9	11	16	1.824890617	2.5360989	3.41133	F	8.2241187
ATLANTA PUBLIC SCHOO	DEERWOOD ACAD	1	LA	HORNBUCKLE	20	123	6.15	3.1834275	1	12	1.5	4	6	8.5	11	12	1.603036826	1.9473378	2.909351	F	10.442275
ATLANTA PUBLIC SCHOO	DEERWOOD ACAD	1	MA	HORNBUCKLE	20	139	6.95	4.5822886	0	20	2.5	3	6.5	10	12	17	1.74803401	2.0489466	3.122509	F	11.354078
ATLANTA PUBLIC SCHOO	DEERWOOD ACAD	1	RD	LOWMAN	21	51	2.428571429	2.8908723	0	13	0	1	2	3	5	5	1.080588194	1.4903398	2.056245	F	4.1448501
ATLANTA PUBLIC SCHOO	DEERWOOD ACAD	1	LA	LOWMAN	21	72	3.428571429	2.3360528	0	7	1	2	3	5	7	7	1.603036826	1.9473378	2.877869	F	4.2959421
ATLANTA PUBLIC SCHOO	DEERWOOD ACAD	1	MA	LOWMAN	21	101	4.80952381	3.8938291	0	18	2	3	3	6	8	10	1.74803401	2.0489466	3.089384	F	6.8471813
ATLANTA PUBLIC SCHOO	DEERWOOD ACAD	1	RD	MCDOWELL	21	51	2.428571429	1.5991069	0	5	0	1	3	4	4	5	1.080588194	1.4903398	2.056245	F	4.1448501
ATLANTA PUBLIC SCHOO	DEERWOOD ACAD	1	LA	MCDOWELL	21	91	4.333333333	3.2914029	0	13	1	2	4	5	9	10	1.603036826	1.9473378	2.877869	F	6.4250744

SystemName	SchoolName	Grade	Content	TeacherName	N_students	#_WTR	Mean_classro	Std_classrc	Min_	Max_	P10_	P25_	P50_	P75_	P90_	P95_	Mean_state	Std_state	crit_3SD	flag_3SD	Flag_Z
ATLANTA PUBLIC SCHOO	DEERWOOD ACAD	1	MA	MCDOWELL	21	112	5.333333333	3.4399612	0	13	1	3	4	8	10	10	1.74803401	2.0489466	3.089384	F	8.0187085
ATLANTA PUBLIC SCHOO	DEERWOOD ACAD	1	LA	MONROE	19	85	4.473684211	3.339468	0	11	0	2	4	7	11	11	1.603036826	1.9473378	2.943287	F	6.4256246
ATLANTA PUBLIC SCHOO	DEERWOOD ACAD	1	MA	MONROE	19	115	6.052631579	3.407079	1	15	2	4	6	8	11	15	1.74803401	2.0489466	3.158216	F	9.1575377
ATLANTA PUBLIC SCHOO	DEERWOOD ACAD	1	RD	PEEK	22	47	2.136363636	1.7537838	0	6	0	1	2	3	4	5	1.080588194	1.4903398	2.033813	F	3.3227494
ATLANTA PUBLIC SCHOO	DEERWOOD ACAD	1	LA	PEEK	22	95	4.318181818	4.075319	0	15	1	1	3	6	8	14	1.603036826	1.9473378	2.848558	F	6.5397789
ATLANTA PUBLIC SCHOO	DEERWOOD ACAD	1	MA	PEEK	22	140	6.363636364	3.360066	1	15	3	4	5	8	10	12	1.74803401	2.0489466	3.058545	F	10.565963
ATLANTA PUBLIC SCHOO	DEERWOOD ACAD	1	MA	STEPHENS	20	103	5.15	3.3289006	1	13	2	3	4.5	7	11	13	1.74803401	2.0489466	3.122509	F	7.4253055
ATLANTA PUBLIC SCHOO	DEERWOOD ACAD	2	RD	COKLEY	19	65	3.421052632	2.063325	0	9	1	2	3	5	6	9	0.914374058	1.381785	1.865384	F	7.9074233
ATLANTA PUBLIC SCHOO	DEERWOOD ACAD	2	LA	COKLEY	19	125	6.578947368	3.305144	2	13	2	4	6	10	11	13	1.319203885	1.7325901	2.511654	F	13.232611
ATLANTA PUBLIC SCHOO	DEERWOOD ACAD	2	MA	COKLEY	19	169	8.894736842	4.3829814	2	20	3	7	9	9	16	20	1.728771036	2.047211	3.137758	F	15.257695
ATLANTA PUBLIC SCHOO	DEERWOOD ACAD	2	RD	FORD	19	58	3.052631579	2.4146241	0	9	0	1	3	5	6	9	0.914374058	1.381785	1.865384	F	6.7452236
ATLANTA PUBLIC SCHOO	DEERWOOD ACAD	2	MA	FORD	19	82	4.315789474	2.6677629	1	10	1	2	4	6	9	10	1.728771036	2.047211	3.137758	F	5.508251
ATLANTA PUBLIC SCHOO	DEERWOOD ACAD	2	LA	HENREY	18	71	3.944444444	2.6002765	0	9	1	2	3.5	5	9	9	1.319203885	1.7325901	2.54433	F	6.4284984
ATLANTA PUBLIC SCHOO	DEERWOOD ACAD	2	MA	HENREY	18	62	3.444444444	2.3570226	0	9	1	1	3.5	5	6	9	1.728771036	2.047211	3.176368	F	3.5555621
ATLANTA PUBLIC SCHOO	DEERWOOD ACAD	2	RD	HUFF	18	41	2.277777778	2.7182511	0	10	0	0	1.5	3	7	10	0.914374058	1.381785	1.891444	F	4.1862028
ATLANTA PUBLIC SCHOO	DEERWOOD ACAD	2	LA	HUFF	18	46	2.555555556	1.5038078	0	6	1	2	2	3	5	6	1.319203885	1.7325901	2.54433	F	3.0274882
ATLANTA PUBLIC SCHOO	DEERWOOD ACAD	2	MA	HUFF	18	67	3.722222222	2.5159621	1	9	1	2	3	6	8	9	1.728771036	2.047211	3.176368	F	4.1312289
ATLANTA PUBLIC SCHOO	DEERWOOD ACAD	2	LA	WILLIAMS	18	63	3.5	2.3825345	0	9	0	2	3	4	8	9	1.319203885	1.7325901	2.54433	F	5.3401751
ATLANTA PUBLIC SCHOO	DEERWOOD ACAD	2	MA	WILLIAMS	18	63	3.5	3.0534455	1	12	1	1	3	4	10	12	1.728771036	2.047211	3.176368	F	3.6706955
ATLANTA PUBLIC SCHOO	DEERWOOD ACAD	3	LA	BROWN	20	82	4.1	2.8818853	0	11	1	2	3.5	5.5	9	10	1.507762082	2.05317	2.88507	F	5.6463129
ATLANTA PUBLIC SCHOO	DEERWOOD ACAD	3	MA	BROWN	20	74	3.7	3.1639416	0	13	1	1	3	5.5	7.5	11	1.873920927	2.4330609	3.506068	F	3.356461
ATLANTA PUBLIC SCHOO	DEERWOOD ACAD	3	RD	JONES	20	77	3.85	2.4121403	0	8	1	2	4	5	7.5	8	1.172489269	1.8664211	2.424523	F	6.4155898
ATLANTA PUBLIC SCHOO	DEERWOOD ACAD	3	RD	TRICHE	19	52	2.736842105	2.9970746	0	13	0	0	3	3	6	13	1.172489269	1.8664211	2.457048	F	3.6534392
ATLANTA PUBLIC SCHOO	DEERWOOD ACAD	4	RD	MALLORY	25	135	5.4	4.681524	0	17	1	2	3	9	12	13	0.994595544	1.6385729	1.977739	F	13.442809
ATLANTA PUBLIC SCHOO	DEERWOOD ACAD	4	LA	MALLORY	25	76	3.04	5.5036352	0	21	0	0	1	2	14	16	1.405105438	2.0332046	2.625028	F	4.0204871
ATLANTA PUBLIC SCHOO	DEERWOOD ACAD	4	MA	MALLORY	25	146	5.84	6.7433918	0	26	0	1	3	10	16	16	1.874440105	2.4446497	3.34123	F	8.1106914
ATLANTA PUBLIC SCHOO	DEERWOOD ACAD	4	RD	MCCULLEY	25	50	2	3.3166248	0	14	0	0	1	2	7	9	0.994595544	1.6385729	1.977739	F	3.0679271
ATLANTA PUBLIC SCHOO	DEERWOOD ACAD	4	MA	WRIGHT	26	108	4.153846154	3.4373514	0	13	0	1	3.5	6	10	11	1.874440105	2.4446497	3.312746	F	4.7543563
ATLANTA PUBLIC SCHOO	DEERWOOD ACAD	5	LA	DIGGS	25	80	3.2	3.4034296	0	11	0	0	2	4	8	11	1.434674213	2.0406349	2.659055	F	4.3254327
ATLANTA PUBLIC SCHOO	DEERWOOD ACAD	5	RD	FRIEDLAND	24	63	2.625	2.5505754	0	10	0	1	2	3	6	8	1.136148015	1.8284998	2.255871	F	3.9889835
ATLANTA PUBLIC SCHOO	DEERWOOD ACAD	5	MA	FRIEDLAND	24	102	4.25	4.3663735	0	18	1	1	2	6	10	11	1.824890617	2.5360989	3.377928	F	4.6845811
ATLANTA PUBLIC SCHOO	DEERWOOD ACAD	5	RD	WARMACK	12	55	4.583333333	5.1249538	0	17	1	1	2.5	7	11	17	1.136148015	1.8284998	2.719675	F	6.5307092
ATLANTA PUBLIC SCHOO	DEERWOOD ACAD	5	LA	WARMACK	12	78	6.5	7.1031363	0	21	0	0.5	5	9	19	21	1.434674213	2.0406349	3.201916	F	8.5986979
ATLANTA PUBLIC SCHOO	DEERWOOD ACAD	5	MA	WARMACK	12	71	5.916666667	5.8380933	0	17	0	1	4.5	10	14	17	1.824890617	2.5360989	4.021217	F	5.589028
ATLANTA PUBLIC SCHOO	DEERWOOD ACAD	5	RD	WOODARD	20	83	4.15	2.1343062	0	8	1	2.5	4.5	5.5	6.5	7.5	1.136148015	1.8284998	2.362743	F	7.3712647
ATLANTA PUBLIC SCHOO	DEERWOOD ACAD	5	LA	WOODARD	20	117	5.85	2.7772573	0	11	1.5	4.5	6	8	9	10	1.434674213	2.0406349	2.803574	F	9.6763694
ATLANTA PUBLIC SCHOO	DOBBS ELEMENT	1	RD	COLEMAN	17	47	2.764705882	2.5379473	0	11	0	1	2	3	5	11	1.080588194	1.4903398	2.16497	F	4.6592026
ATLANTA PUBLIC SCHOO	DOBBS ELEMENT	1	LA	COLEMAN	17	56	3.294117647	2.5190451	0	10	0	2	3	5	6	10	1.603036826	1.9473378	3.019933	F	3.5805317
ATLANTA PUBLIC SCHOO	DOBBS ELEMENT	1	LA	CONNER	17	96	5.647058824	3.0401722	2	14	2	4	5	7	10	14	1.603036826	1.9473378	3.019933	F	8.5624228
ATLANTA PUBLIC SCHOO	DOBBS ELEMENT	1	MA	CONNER	17	63	3.705882353	1.9926335	1	8	1	2	4	5	6	8	1.74803401	2.0489466	3.238862	F	3.9397881
ATLANTA PUBLIC SCHOO	DOBBS ELEMENT	1	LA	MULFINGER	15	71	4.733333333	3.7505555	0	13	1	2	3	7	11	13	1.603036826	1.9473378	3.111438	F	6.2257232
ATLANTA PUBLIC SCHOO	DOBBS ELEMENT	1	MA	MULFINGER	15	106	7.066666667	4.802777	1	18	2	3	6	10	13	18	1.74803401	2.0489466	3.335141	F	10.053447
ATLANTA PUBLIC SCHOO	DOBBS ELEMENT	1	RD	PITTS	17	49	2.882352941	2.4208044	0	9	0	1	2	5	6	9	1.080588194	1.4903398	2.16497	F	4.9846795
ATLANTA PUBLIC SCHOO	DOBBS ELEMENT	1	MA	PITTS	17	77	4.529411765	3.537613	0	12	0	2	4	6	10	12	1.74803401	2.0489466	3.238862	F	5.5969806
ATLANTA PUBLIC SCHOO	DOBBS ELEMENT	2	RD	CRUMP	18	72	4	3.5645312	0	16	0	2	4	5	6	16	0.914374058	1.381785	1.891444	F	9.4741241
ATLANTA PUBLIC SCHOO	DOBBS ELEMENT	2	LA	CRUMP	18	51	2.833333333	3.2584731	0	11	0	1	2	3	10	11	1.319203885	1.7325901	2.54433	F	3.7076902
ATLANTA PUBLIC SCHOO	DOBBS ELEMENT	2	MA	CRUMP	18	86	4.777777778	3.0010891	0	11	1	3	4	7	9	11	1.728771036	2.047211	3.176368	F	6.3187626
ATLANTA PUBLIC SCHOO	DOBBS ELEMENT	2	RD	STUBBLEFIELD	18	35	1.944444444	2.484593	0	9	0	0	1	3	6	9	0.914374058	1.381785	1.891444	F	3.1627342
ATLANTA PUBLIC SCHOO	DOBBS ELEMENT	2	LA	STUBBLEFIELD	18	58	3.222222222	2.4627951	0	9	0	2	3	4	7	9	1.319203885	1.7325901	2.54433	F	4.6599731
ATLANTA PUBLIC SCHOO	DOBBS ELEMENT	2	MA	STUBBLEFIELD	18	68	3.777777778	3.0206263	0	11	1	2	3	4	8	11	1.728771036	2.047211	3.176368	F	4.2463623
ATLANTA PUBLIC SCHOO	DOBBS ELEMENT	3	LA	WILLIAMS	16	57	3.5625	2.25	0	7	1	2	3.5	5.5	7	7	1.507762082	2.05317	3.04764	F	4.0030546
ATLANTA PUBLIC SCHOO	DOBBS ELEMENT	4	RD	BROADWATER	15	70	4.666666667	3.1997024	0	11	1	2	5	7	9	11	0.994595544	1.6385729	2.263829	F	8.6794247
ATLANTA PUBLIC SCHOO	DOBBS ELEMENT	4	LA	BROADWATER	15	85	5.666666667	4.1518785	0	14	0	3	5	9	10	14	1.405105438	2.0332046	2.980019	F	8.1177054
ATLANTA PUBLIC SCHOO	DOBBS ELEMENT	4	MA	BROADWATER	15	79	5.266666667	3.1952345	1	13	2	3	5	7	9	13	1.874440105	2.4446497	3.768058	F	5.3742002

SystemName	SchoolName	Grade	Content	TeacherName	N_students	#_WTR	Mean_classro	Std_classrc	Min_	Max_	P10_	P25_	P50_	P75_	P90_	P95_	Mean_state	Std_state	crit_3SD	flag_3SD	Flag_Z
ATLANTA PUBLIC SCHOO	DOBBS ELEMENT	4	RD	SMITH	15	150	10	3.1622777	4	16	5	8	10	12	14	16	0.994595544	1.6385729	2.263829	F	21.285462
ATLANTA PUBLIC SCHOO	DOBBS ELEMENT	4	LA	SMITH	15	186	12.4	4.2728378	3	18	6	9	13	16	17	18	1.405105438	2.0332046	2.980019	F	20.943807
ATLANTA PUBLIC SCHOO	DOBBS ELEMENT	4	MA	SMITH	15	93	6.2	6.178303	1	27	2	3	4	8	8	27	1.874440105	2.4446497	3.768058	F	6.8528514
ATLANTA PUBLIC SCHOO	DOBBS ELEMENT	4	RD	THRASHER	2	13	6.5	2.1213203	5	8	5	5	6.5	8	8	8	0.994595544	1.6385729	4.470534	F	4.7515845
ATLANTA PUBLIC SCHOO	DOBBS ELEMENT	4	RD	WILLIAMSON	18	128	7.111111111	3.4451823	2	12	2	4	7	11	11	12	0.994595544	1.6385729	2.153242	F	15.83706
ATLANTA PUBLIC SCHOO	DOBBS ELEMENT	4	LA	WILLIAMSON	18	102	5.666666667	3.0869745	1	12	1	3	5.5	8	10	12	1.405105438	2.0332046	2.842798	F	8.8925007
ATLANTA PUBLIC SCHOO	DOBBS ELEMENT	4	MA	WILLIAMSON	18	97	5.388888889	2.354942	1	10	3	4	5	7	9	10	1.874440105	2.4446497	3.603069	F	6.0992555
ATLANTA PUBLIC SCHOO	DOBBS ELEMENT	5	LA	DOBBS	1	8	8		8	8	8	8	8	8	8	8	1.434674213	2.0406349	7.556579	F	3.2172956
ATLANTA PUBLIC SCHOO	DOBBS ELEMENT	5	MA	DOBBS	1	16	16		16	16	16	16	16	16	16	16	1.824890617	2.5360989	9.433187	F	5.5893361
ATLANTA PUBLIC SCHOO	DOBBS ELEMENT	5	LA	GONZALES	17	64	3.764705882	6.1189196	0	23	0	0	1	3	12	23	1.434674213	2.0406349	2.919454	F	4.7078322
ATLANTA PUBLIC SCHOO	DOBBS ELEMENT	5	RD	THRASHER	11	75	6.818181818	2.3587362	3	11	4	5	7	9	9	11	1.136148015	1.8284998	2.790088	F	10.306359
ATLANTA PUBLIC SCHOO	DOBBS ELEMENT	5	LA	THRASHER	11	44	4	4.8166378	1	16	1	1	2	5	10	16	1.434674213	2.0406349	3.280498	F	4.1693999
ATLANTA PUBLIC SCHOO	DUNBAR ELEMEN	1	RD	CLEVELAND P	16	120	7.5	5.9217115	3	19	3	3	4.5	11	18	19	1.080588194	1.4903398	2.198343	F	17.229391
ATLANTA PUBLIC SCHOO	DUNBAR ELEMEN	1	LA	CLEVELAND P	16	158	9.875	7.1635652	0	23	1	4.5	8	15	21	23	1.603036826	1.9473378	3.06354	F	16.991326
ATLANTA PUBLIC SCHOO	DUNBAR ELEMEN	1	MA	CLEVELAND P	16	122	7.625	4.1452784	3	15	3	4	6.5	12	15	15	1.74803401	2.0489466	3.284744	F	11.473146
ATLANTA PUBLIC SCHOO	DUNBAR ELEMEN	1	RD	ROBINSON S	15	94	6.266666667	2.3135213	2	9	3	4	7	8	9	9	1.080588194	1.4903398	2.235	F	13.477192
ATLANTA PUBLIC SCHOO	DUNBAR ELEMEN	1	LA	ROBINSON S	15	113	7.533333333	3.2703575	1	11	2	5	8	10	11	11	1.603036826	1.9473378	3.111438	F	11.794533
ATLANTA PUBLIC SCHOO	DUNBAR ELEMEN	1	MA	ROBINSON S	15	120	8	3.2071349	4	14	4	5	8	10	13	14	1.74803401	2.0489466	3.335141	F	11.817663
ATLANTA PUBLIC SCHOO	DUNBAR ELEMEN	2	RD	BUCKNER WEBB	15	67	4.466666667	3.3988794	0	11	1	2	4	7	11	11	0.914374058	1.381785	1.9847	F	9.9566652
ATLANTA PUBLIC SCHOO	DUNBAR ELEMEN	2	LA	BUCKNER WEBB	15	110	7.333333333	5.9241234	0	20	0	4	6	14	15	20	1.319203885	1.7325901	2.661262	F	13.443817
ATLANTA PUBLIC SCHOO	DUNBAR ELEMEN	2	MA	BUCKNER WEBB	15	111	7.4	4.3882961	0	18	1	6	7	10	13	18	1.728771036	2.047211	3.314534	F	10.729024
ATLANTA PUBLIC SCHOO	DUNBAR ELEMEN	2	RD	NEAL R	14	82	5.857142857	3.4386299	0	13	2	3	5.5	9	9	13	0.914374058	1.381785	2.022267	F	13.384244
ATLANTA PUBLIC SCHOO	DUNBAR ELEMEN	2	LA	NEAL R	13	98	7.538461538	5.4865804	2	16	2	3	6	13	16	16	1.319203885	1.7325901	2.760806	F	12.942388
ATLANTA PUBLIC SCHOO	DUNBAR ELEMEN	2	MA	NEAL R	14	121	8.642857143	4.1806724	1	17	6	6	7.5	11	15	17	1.728771036	2.047211	3.370191	F	12.636774
ATLANTA PUBLIC SCHOO	DUNBAR ELEMEN	3	RD	FINCH S	18	122	6.777777778	5.4831888	1	19	1	1	7	10	15	19	1.172489269	1.8664211	2.492248	F	12.741618
ATLANTA PUBLIC SCHOO	DUNBAR ELEMEN	3	LA	FINCH S	18	141	7.833333333	6.904815	0	24	0	3	6.5	12	21	24	1.507762082	2.05317	2.959573	F	13.071068
ATLANTA PUBLIC SCHOO	DUNBAR ELEMEN	3	MA	FINCH S	18	118	6.555555556	5.7109	0	19	0	2	5	10	17	19	1.873920927	2.4330609	3.594355	F	8.1635826
ATLANTA PUBLIC SCHOO	DUNBAR ELEMEN	3	RD	SIMS K	17	125	7.352941176	7.7131477	0	22	0	0	3	15	17	22	1.172489269	1.8664211	2.53051	F	13.653219
ATLANTA PUBLIC SCHOO	DUNBAR ELEMEN	3	LA	SIMS K	17	157	9.235294118	8.7215925	0	25	0	1	6	15	22	25	1.507762082	2.05317	3.001663	F	15.518165
ATLANTA PUBLIC SCHOO	DUNBAR ELEMEN	3	MA	SIMS K	17	177	10.41176471	7.4082625	0	20	0	4	10	17	19	20	1.873920927	2.4330609	3.644233	F	14.468373
ATLANTA PUBLIC SCHOO	DUNBAR ELEMEN	4	RD	D MERO	5	61	12.2	9.4180677	1	23	1	5	12	20	23	23	0.994595544	1.6385729	3.192972	F	15.291383
ATLANTA PUBLIC SCHOO	DUNBAR ELEMEN	4	LA	D MERO	5	83	16.6	10.502381	2	27	2	10	19	25	27	27	1.405105438	2.0332046	4.132936	F	16.710968
ATLANTA PUBLIC SCHOO	DUNBAR ELEMEN	4	MA	D MERO	5	84	16.8	15.578832	1	40	1	4	18	21	40	40	1.874440105	2.4446497	5.154282	F	13.652085
ATLANTA PUBLIC SCHOO	DUNBAR ELEMEN	4	RD	JACKSON M	13	64	4.923076923	3.904304	0	14	2	3	3	6	10	14	0.994595544	1.6385729	2.357971	F	8.6443153
ATLANTA PUBLIC SCHOO	DUNBAR ELEMEN	4	LA	JACKSON M	13	131	10.07692308	9.4292235	0	24	0	1	8	20	23	24	1.405105438	2.0332046	3.096834	F	15.378031
ATLANTA PUBLIC SCHOO	DUNBAR ELEMEN	4	MA	JACKSON M	13	111	8.538461538	6.7282413	0	20	0	3	9	14	17	20	1.874440105	2.4446497	3.908512	F	9.8285945
ATLANTA PUBLIC SCHOO	DUNBAR ELEMEN	4	RD	MORRIS R	13	62	4.769230769	3.8762922	0	13	0	2	5	6	10	13	0.994595544	1.6385729	2.357971	F	8.3057889
ATLANTA PUBLIC SCHOO	DUNBAR ELEMEN	4	LA	MORRIS R	13	60	4.615384615	4.1940128	0	13	0	1	3	7	10	13	1.405105438	2.0332046	3.096834	F	5.692898
ATLANTA PUBLIC SCHOO	DUNBAR ELEMEN	4	MA	MORRIS R	13	171	13.15384615	8.1121941	3	32	6	8	11	17	22	32	1.874440105	2.4446497	3.908512	F	16.635707
ATLANTA PUBLIC SCHOO	DUNBAR ELEMEN	5	RD	BROWN K	12	134	11.16666667	10.675659	0	29	2	2.5	5.5	22	25	29	1.136148015	1.8284998	2.719675	F	19.002866
ATLANTA PUBLIC SCHOO	DUNBAR ELEMEN	5	LA	BROWN K	12	153	12.75	10.821905	0	34	0	1	15	20	21	34	1.434674213	2.0406349	3.201916	F	19.208452
ATLANTA PUBLIC SCHOO	DUNBAR ELEMEN	5	MA	BROWN K	12	191	15.91666667	13.493826	0	36	1	1.5	16	28	34	36	1.824890617	2.5360989	4.021217	F	19.248202
ATLANTA PUBLIC SCHOO	DUNBAR ELEMEN	5	RD	D MERO	9	150	16.66666667	15.953056	0	37	0	0	24	30	37	37	1.136148015	1.8284998	2.964648	F	25.480756
ATLANTA PUBLIC SCHOO	DUNBAR ELEMEN	5	MA	D MERO	9	148	16.44444444	18.648801	0	39	0	1	2	36	39	39	1.824890617	2.5360989	4.36099	F	17.29375
ATLANTA PUBLIC SCHOO	DUNBAR ELEMEN	5	RD	IVEY G	12	169	14.08333333	7.6093045	5	29	6	8.5	11	21	22	29	1.136148015	1.8284998	2.719675	F	24.528505
ATLANTA PUBLIC SCHOO	DUNBAR ELEMEN	5	LA	IVEY G	12	157	13.08333333	6.0220554	3	23	7	8	13	18	20	23	1.434674213	2.0406349	3.201916	F	19.774306
ATLANTA PUBLIC SCHOO	DUNBAR ELEMEN	5	MA	IVEY G	12	224	18.66666667	9.442008	2	33	8	13	18	25	32	33	1.824890617	2.5360989	4.021217	F	23.004475
ATLANTA PUBLIC SCHOO	EAST LAKE ELE	1	RD	MILLER	10	32	3.2	2.1499354	0	7	0.5	1	3	5	6	7	1.080588194	1.4903398	2.494449	F	4.4970741
ATLANTA PUBLIC SCHOO	EAST LAKE ELE	1	LA	MILLER	10	95	9.5	5.1044643	5	20	5.5	6	7	13	18	20	1.603036826	1.9473378	3.450444	F	12.823861
ATLANTA PUBLIC SCHOO	EAST LAKE ELE	1	MA	MILLER	10	77	7.7	3.12872	3	12	3.5	6	7	11	12	12	1.74803401	2.0489466	3.691835	F	9.1860711
ATLANTA PUBLIC SCHOO	EAST LAKE ELE	1	RD	SMITH	15	98	6.533333333	5.040786	0	16	0	3	7	11	15	16	1.080588194	1.4903398	2.235	F	14.170185
ATLANTA PUBLIC SCHOO	EAST LAKE ELE	1	LA	SMITH	15	122	8.133333333	4.4700059	0	17	3	5	8	11	15	17	1.603036826	1.9473378	3.111438	F	12.987849
ATLANTA PUBLIC SCHOO	EAST LAKE ELE	1	MA	SMITH	15	118	7.866666667	5.8415588	0	19	3	3	5	13	18	19	1.74803401	2.0489466	3.335141	F	11.565632
ATLANTA PUBLIC SCHOO	EAST LAKE ELE	2	RD	OLIVE	13	35	2.692307692	2.358835	0	8	0	1	2	3	6	8	0.914374058	1.381785	2.064089	F	4.6392392

SystemName	SchoolName	Grade	Content	TeacherName	N_students	#_WTR	Mean_classro	Std_classrc	Min_	Max_	P10_	P25_	P50_	P75_	P90_	P95_	Mean_state	Std_state	crit_3SD	flag_3SD	Flag_Z
ATLANTA PUBLIC SCHOO	EAST LAKE ELE	2	LA	OLIVE	13	59	4.538461538	3.1255769	1	10	2	2	3	8	9	10	1.319203885	1.7325901	2.760806	F	6.6993334
ATLANTA PUBLIC SCHOO	EAST LAKE ELE	3	RD	HADLEY	12	88	7.333333333	6.7464918	0	20	1	2.5	5	12	19	20	1.172489269	1.8664211	2.788857	F	11.434606
ATLANTA PUBLIC SCHOO	EAST LAKE ELE	3	LA	HADLEY	12	47	3.916666667	4.1441818	0	15	0	0.5	4	5	6	15	1.507762082	2.05317	3.285859	F	4.0642958
ATLANTA PUBLIC SCHOO	EAST LAKE ELE	3	MA	HADLEY	12	56	4.666666667	5.3654337	0	17	0	0.5	3.5	6	13	17	1.873920927	2.4330609	3.981013	F	3.9762075
ATLANTA PUBLIC SCHOO	EAST LAKE ELE	3	LA	JONES ALLIE	12	53	4.416666667	3.2321772	0	9	1	1.5	4.5	8	8	9	1.507762082	2.05317	3.285859	F	4.9078941
ATLANTA PUBLIC SCHOO	EAST LAKE ELE	3	MA	JONES ALLIE	12	79	6.583333333	6.6532061	0	20	1	1	3.5	12	15	20	1.873920927	2.4330609	3.981013	F	6.7050863
ATLANTA PUBLIC SCHOO	EAST LAKE ELE	3	LA	STAHL	5	23	4.6	4.5607017	0	10	0	0	5	8	10	10	1.507762082	2.05317	4.262379	F	3.3676968
ATLANTA PUBLIC SCHOO	EAST LAKE ELE	3	MA	STAHL	5	32	6.4	4.2778499	3	12	3	3	4	10	12	12	1.873920927	2.4330609	5.138215	F	4.1596248
ATLANTA PUBLIC SCHOO	EAST LAKE ELE	4	RD	ROGERS MARTIN	18	65	3.611111111	4.2027846	0	11	0	0	1.5	9	10	11	0.994595544	1.6385729	2.153242	F	6.7747582
ATLANTA PUBLIC SCHOO	EAST LAKE ELE	4	LA	ROGERS MARTIN	18	58	3.222222222	2.5101103	0	8	0	1	3	4	8	8	1.405105438	2.0332046	2.842798	F	3.7917353
ATLANTA PUBLIC SCHOO	EAST LAKE ELE	4	RD	WASHINGTON	16	73	4.5625	4.8300276	0	13	0	0	2.5	9	12	13	0.994595544	1.6385729	2.223525	F	8.709785
ATLANTA PUBLIC SCHOO	EAST LAKE ELE	4	LA	WASHINGTON	16	53	3.3125	3.2190837	0	10	0	0.5	2.5	5.5	8	10	1.405105438	2.0332046	2.930009	F	3.7524892
ATLANTA PUBLIC SCHOO	EAST LAKE ELE	4	MA	WASHINGTON	16	90	5.625	4.869976	0	17	1	1	4.5	9	12	17	1.874440105	2.4446497	3.707927	F	6.1367645
ATLANTA PUBLIC SCHOO	EAST LAKE ELE	5	MA	WALLS	20	87	4.35	4.029823	0	13	0	1	3.5	7.5	11	13	1.824890617	2.5360989	3.526158	F	4.4527571
ATLANTA PUBLIC SCHOO	F L STANTON	1	RD	FOSTER RHEA	17	57	3.352941176	2.3168183	0	7	0	2	3	5	7	7	1.080588194	1.4903398	2.16497	F	6.2865873
ATLANTA PUBLIC SCHOO	F L STANTON	1	RD	HILL NNENIA	16	62	3.875	2.5787594	0	11	1	2.5	4	4.5	7	11	1.080588194	1.4903398	2.198343	F	7.5000661
ATLANTA PUBLIC SCHOO	F L STANTON	1	LA	HILL NNENIA	16	107	6.6875	5.25	2	20	2	3	5	7.5	17	20	1.603036826	1.9473378	3.06354	F	10.443926
ATLANTA PUBLIC SCHOO	F L STANTON	1	MA	HILL NNENIA	16	99	6.1875	5.6711992	1	21	2	3	4.5	6.5	19	21	1.74803401	2.0489466	3.284744	F	8.6668262
ATLANTA PUBLIC SCHOO	F L STANTON	2	RD	DURR NIKKI	19	50	2.631578947	2.6079052	0	10	0	1	2	4	8	10	0.914374058	1.381785	1.865384	F	5.4169953
ATLANTA PUBLIC SCHOO	F L STANTON	2	LA	DURR NIKKI	19	67	3.526315789	2.5899039	0	10	0	2	3	5	7	10	1.319203885	1.7325901	2.511654	F	5.5527144
ATLANTA PUBLIC SCHOO	F L STANTON	2	MA	DURR NIKKI	19	72	3.789473684	3.0473841	0	11	0	2	3	5	9	11	1.728771036	2.047211	3.137758	F	4.3876253
ATLANTA PUBLIC SCHOO	F L STANTON	2	LA	GOSHA TALANDRIA	20	50	2.5	2.6655699	0	10	0	0.5	2	4	6	9	1.319203885	1.7325901	2.481461	F	3.0478535
ATLANTA PUBLIC SCHOO	F L STANTON	2	MA	GOSHA TALANDRIA	20	100	5	3.0087591	0	11	1.5	3	5	7.5	9.5	11	1.728771036	2.047211	3.102082	F	7.1460054
ATLANTA PUBLIC SCHOO	F L STANTON	2	LA	MOODY NORLEDIA	19	91	4.789473684	2.8786368	1	11	1	2	5	7	8	11	1.319203885	1.7325901	2.511654	F	8.7306026
ATLANTA PUBLIC SCHOO	F L STANTON	2	MA	MOODY NORLEDIA	19	89	4.684210526	2.3817041	1	10	1	3	5	7	7	10	1.728771036	2.047211	3.137758	F	6.2926891
ATLANTA PUBLIC SCHOO	F L STANTON	3	RD	BULLOCK WILLIAM	17	66	3.882352941	2.4719009	0	8	1	2	4	6	7	8	1.172489269	1.8664211	2.53051	F	5.9863523
ATLANTA PUBLIC SCHOO	F L STANTON	3	LA	BULLOCK WILLIAM	17	92	5.411764706	4.3020173	0	14	0	3	5	6	13	14	1.507762082	2.05317	3.001663	F	7.8398842
ATLANTA PUBLIC SCHOO	F L STANTON	3	MA	BULLOCK WILLIAM	17	127	7.470588235	5.1249103	1	19	1	4	7	9	14	19	1.873920927	2.4330609	3.644233	F	9.4842059
ATLANTA PUBLIC SCHOO	F L STANTON	3	RD	WAGNER GIDDENS	18	133	7.388888889	4.7046771	1	17	1	4	8	10	15	17	1.172489269	1.8664211	2.492248	F	14.130761
ATLANTA PUBLIC SCHOO	F L STANTON	3	LA	WAGNER GIDDENS	18	143	7.944444444	6.2635474	0	22	1	2	6.5	13	17	22	1.507762082	2.05317	2.959573	F	13.300667
ATLANTA PUBLIC SCHOO	F L STANTON	3	MA	WAGNER GIDDENS	18	182	10.11111111	6.7378552	0	20	0	4	11	16	18	20	1.873920927	2.4330609	3.594355	F	14.363569
ATLANTA PUBLIC SCHOO	F L STANTON	3	RD	WILSON VANESSA	18	99	5.5	4.5536023	0	17	1	2	4.5	8	13	17	1.172489269	1.8664211	2.492248	F	9.8370476
ATLANTA PUBLIC SCHOO	F L STANTON	3	LA	WILSON VANESSA	18	108	6	5.9507785	0	22	0	2	4.5	8	18	22	1.507762082	2.05317	2.959573	F	9.2826951
ATLANTA PUBLIC SCHOO	F L STANTON	3	MA	WILSON VANESSA	18	84	4.666666667	4.392507	0	14	0	1	3	9	11	14	1.873920927	2.4330609	3.594355	F	4.8698398
ATLANTA PUBLIC SCHOO	F L STANTON	4	RD	CONLEY GREGGORY	18	163	9.055555556	4.3178456	0	15	1	6	11	12	13	15	0.994595544	1.6385729	2.153242	F	20.871672
ATLANTA PUBLIC SCHOO	F L STANTON	4	LA	CONLEY GREGGORY	18	168	9.333333333	6.287242	0	24	0	6	8.5	12	18	24	1.405105438	2.0332046	2.842798	F	16.543649
ATLANTA PUBLIC SCHOO	F L STANTON	4	MA	CONLEY GREGGORY	18	180	10	5.8006085	0	18	1	6	12	15	16	18	1.874440105	2.4446497	3.603069	F	14.101747
ATLANTA PUBLIC SCHOO	F L STANTON	4	RD	DEBRA CURLEY	21	100	4.761904762	3.6042303	0	12	1	2	4	6	11	12	0.994595544	1.6385729	2.067293	F	10.535985
ATLANTA PUBLIC SCHOO	F L STANTON	4	LA	DEBRA CURLEY	21	154	7.333333333	6.6583281	0	25	1	2	6	9	15	21	1.405105438	2.0332046	2.73615	F	13.361446
ATLANTA PUBLIC SCHOO	F L STANTON	4	MA	DEBRA CURLEY	21	185	8.80952381	5.1050862	1	19	3	6	8	12	15	18	1.874440105	2.4446497	3.474839	F	13.000041
ATLANTA PUBLIC SCHOO	F L STANTON	4	RD	GAUSE JACQUELIN	21	198	9.428571429	5.6883339	0	24	5	7	8	12	15	21	0.994595544	1.6385729	2.067293	F	23.587191
ATLANTA PUBLIC SCHOO	F L STANTON	4	LA	GAUSE JACQUELIN	21	165	7.857142857	5.042675	0	18	2	4	7	13	14	14	1.405105438	2.0332046	2.73615	F	14.542044
ATLANTA PUBLIC SCHOO	F L STANTON	4	MA	GAUSE JACQUELIN	21	252	12	7.0071392	1	24	2	6	14	16	20	21	1.874440105	2.4446497	3.474839	F	18.980692
ATLANTA PUBLIC SCHOO	F L STANTON	5	RD	MANUEL EDWARDS	24	168	7	6.0144753	0	20	0	2.5	6	11	16	17	1.136148015	1.8284998	2.255871	F	15.710634
ATLANTA PUBLIC SCHOO	F L STANTON	5	LA	MANUEL EDWARDS	24	148	6.166666667	5.1471112	1	17	1	1	4	11	13	14	1.434674213	2.0406349	2.684303	F	11.360157
ATLANTA PUBLIC SCHOO	F L STANTON	5	MA	MANUEL EDWARDS	24	304	12.66666667	9.6534142	0	32	2	4	13	21	25	31	1.824890617	2.5360989	3.377928	F	20.943047
ATLANTA PUBLIC SCHOO	F L STANTON	5	RD	MCRAE JONES WAN	25	218	8.72	5.2798359	0	22	2	5	9	12	16	16	1.136148015	1.8284998	2.233248	F	20.737908
ATLANTA PUBLIC SCHOO	F L STANTON	5	LA	MCRAE JONES WAN	25	285	11.4	8.2512625	0	31	1	5	11	17	22	25	1.434674213	2.0406349	2.659055	F	24.417219
ATLANTA PUBLIC SCHOO	F L STANTON	5	MA	MCRAE JONES WAN	25	309	12.36	6.9214642	0	23	3	8	11	18	21	22	1.824890617	2.5360989	3.34655	F	20.770304
ATLANTA PUBLIC SCHOO	FAIN ELEMENTA	1	RD	CEDRIC CARWISE	21	48	2.285714286	1.7361698	0	8	0	1	2	3	3	4	1.080588194	1.4903398	2.056245	F	3.7055854
ATLANTA PUBLIC SCHOO	FAIN ELEMENTA	1	LA	CEDRIC CARWISE	21	88	4.19047619	2.8216847	0	11	1	2	4	5	8	10	1.603036826	1.9473378	2.877869	F	6.0888956
ATLANTA PUBLIC SCHOO	FAIN ELEMENTA	1	MA	CEDRIC CARWISE	21	80	3.80952381	3.2652572	0	14	1	2	3	4	7	9	1.74803401	2.0489466	3.089384	F	4.6106292
ATLANTA PUBLIC SCHOO	FAIN ELEMENTA	1	RD	LESLIE MCALPIN	21	76	3.619047619	2.4794393	0	10	2	2	3	5	6	8	1.080588194	1.4903398	2.056245	F	7.8053893
ATLANTA PUBLIC SCHOO	FAIN ELEMENTA	1	LA	LESLIE MCALPIN	21	119	5.666666667	3.0713732	1	12	2	3	6	8	9	10	1.603036826	1.9473378	2.877869	F	9.5627431

SystemName	SchoolName	Grade	Content	TeacherName	N_students	#_WTR	Mean_classro	Std_classrc	Min_	Max_	P10_	P25_	P50_	P75_	P90_	P95_	Mean_state	Std_state	crit_3SD	flag_3SD	Flag_Z
ATLANTA PUBLIC SCHOO	FAIN ELEMENTA	1	MA	LESLIE MCALPIN	21	94	4.476190476	2.8039088	0	9	1	2	5	7	8	8	1.74803401	2.0489466	3.089384	F	6.1016639
ATLANTA PUBLIC SCHOO	FAIN ELEMENTA	1	MA	MELVIA HOLMES	14	52	3.714285714	2.7295695	0	9	1	1	3.5	5	9	9	1.74803401	2.0489466	3.390846	F	3.5906452
ATLANTA PUBLIC SCHOO	FAIN ELEMENTA	1	LA	SABRINA LUCKIE	21	77	3.666666667	3.5118846	0	15	0	1	3	4	7	9	1.603036826	1.9473378	2.877869	F	4.8562401
ATLANTA PUBLIC SCHOO	FAIN ELEMENTA	1	MA	SABRINA LUCKIE	21	75	3.571428571	2.7851648	0	12	1	2	3	5	6	7	1.74803401	2.0489466	3.089384	F	4.0781168
ATLANTA PUBLIC SCHOO	FAIN ELEMENTA	1	LA	SHAWANDA DICKEY	25	95	3.8	2.5	0	11	1	2	4	5	7	7	1.603036826	1.9473378	2.77144	F	5.64094
ATLANTA PUBLIC SCHOO	FAIN ELEMENTA	2	RD	JEREMIAH SALES	21	125	5.952380952	3.8010024	1	15	2	3	5	8	11	14	0.914374058	1.381785	1.818965	F	16.708134
ATLANTA PUBLIC SCHOO	FAIN ELEMENTA	2	LA	JEREMIAH SALES	21	193	9.19047619	3.9827007	0	17	4	7	10	12	13	14	1.319203885	1.7325901	2.45345	F	20.818947
ATLANTA PUBLIC SCHOO	FAIN ELEMENTA	2	MA	JEREMIAH SALES	21	250	11.9047619	5.4212984	0	22	7	9	11	16	18	19	1.728771036	2.047211	3.068985	F	22.778428
ATLANTA PUBLIC SCHOO	FAIN ELEMENTA	2	MA	NADIA SIMON	21	76	3.619047619	4.1409684	0	17	0	1	3	4	5	13	1.728771036	2.047211	3.068985	F	4.2312862
ATLANTA PUBLIC SCHOO	FAIN ELEMENTA	2	LA	ROSEMARY TIMMON	21	53	2.523809524	1.5690458	0	6	1	1	2	3	5	5	1.319203885	1.7325901	2.45345	F	3.186095
ATLANTA PUBLIC SCHOO	FAIN ELEMENTA	2	LA	WAVNE RICKS	6	24	4	4.2426407	0	12	0	2	2.5	5	12	12	1.319203885	1.7325901	3.441185	F	3.7900382
ATLANTA PUBLIC SCHOO	FAIN ELEMENTA	3	RD	PAMELA WITMER	20	251	12.55	8.287435	0	33	1	6.5	13	18	22	28	1.172489269	1.8664211	2.424523	F	27.26168
ATLANTA PUBLIC SCHOO	FAIN ELEMENTA	3	LA	PAMELA WITMER	20	266	13.3	7.6989405	0	30	3.5	8	14	18	24	28	1.507762082	2.05317	2.88507	F	25.685399
ATLANTA PUBLIC SCHOO	FAIN ELEMENTA	3	MA	PAMELA WITMER	20	371	18.55	10.450258	1	41	4.5	12	19	23	36	39	1.873920927	2.4330609	3.506068	F	30.651799
ATLANTA PUBLIC SCHOO	FAIN ELEMENTA	3	RD	YOLANDA STEVENS	22	111	5.045454545	5.4987208	0	14	0	0	2	11	13	14	1.172489269	1.8664211	2.366256	F	9.7329684
ATLANTA PUBLIC SCHOO	FAIN ELEMENTA	3	LA	YOLANDA STEVENS	22	190	8.636363636	7.6066729	0	25	0	2	6.5	15	19	21	1.507762082	2.05317	2.820974	F	16.285113
ATLANTA PUBLIC SCHOO	FAIN ELEMENTA	3	MA	YOLANDA STEVENS	22	208	9.454545455	9.9939376	0	28	1	1	3.5	20	23	25	1.873920927	2.4330609	3.430112	F	14.613806
ATLANTA PUBLIC SCHOO	FAIN ELEMENTA	4	RD	ANTHONY JOHNSON	17	43	2.529411765	3.4662236	0	12	0	0	1	3	9	12	0.994595544	1.6385729	2.186832	F	3.8620249
ATLANTA PUBLIC SCHOO	FAIN ELEMENTA	4	MA	ANTHONY JOHNSON	17	78	4.588235294	4.4589632	0	19	1	2	4	5	11	19	1.874440105	2.4446497	3.653184	F	4.5770419
ATLANTA PUBLIC SCHOO	FAIN ELEMENTA	4	RD	MARSHA FRANCIS	17	41	2.411764706	3.3551979	0	10	0	0	1	2	8	10	0.994595544	1.6385729	2.186832	F	3.5659921
ATLANTA PUBLIC SCHOO	FAIN ELEMENTA	4	LA	ROBIN HOWARD	16	85	5.3125	5.1344425	0	20	2	2	4.5	5.5	15	20	1.405105438	2.0332046	2.930009	F	7.6871646
ATLANTA PUBLIC SCHOO	FAIN ELEMENTA	4	RD	TAMMY BUTLER	17	49	2.882352941	3.7061158	0	13	0	0	2	5	8	13	0.994595544	1.6385729	2.186832	F	4.7501231
ATLANTA PUBLIC SCHOO	FAIN ELEMENTA	5	RD	MALIKA BROWN	19	60	3.157894737	4.0313102	0	12	0	1	1	4	11	12	1.136148015	1.8284998	2.394608	F	4.8195739
ATLANTA PUBLIC SCHOO	FAIN ELEMENTA	5	LA	MALIKA BROWN	19	80	4.210526316	5.9027202	0	23	0	1	2	5	14	23	1.434674213	2.0406349	2.839135	F	5.9293599
ATLANTA PUBLIC SCHOO	FAIN ELEMENTA	5	RD	PAMELA FORDHAM	17	73	4.294117647	3.8204173	1	15	1	1	4	5	10	15	1.136148015	1.8284998	2.466577	F	7.1209429
ATLANTA PUBLIC SCHOO	FAIN ELEMENTA	5	LA	PAMELA FORDHAM	17	80	4.705882353	3.0158893	0	13	1	3	4	5	9	13	1.434674213	2.0406349	2.919454	F	6.6094805
ATLANTA PUBLIC SCHOO	FICKETT ELEME	1	RD	NJIE	19	57	3	2.4267033	0	8	0	1	3	5	7	8	1.080588194	1.4903398	2.10631	F	5.6138352
ATLANTA PUBLIC SCHOO	FICKETT ELEME	1	LA	NJIE	19	75	3.947368421	2.7982869	0	10	0	2	4	5	9	10	1.603036826	1.9473378	2.943287	F	5.2475253
ATLANTA PUBLIC SCHOO	FICKETT ELEME	1	MA	NJIE	19	67	3.526315789	2.6112666	0	9	1	2	3	6	8	9	1.74803401	2.0489466	3.158216	F	3.7830906
ATLANTA PUBLIC SCHOO	FICKETT ELEME	1	RD	PARKER	19	43	2.263157895	3.2802795	0	14	0	0	1	3	5	14	1.080588194	1.4903398	2.10631	F	3.4587426
ATLANTA PUBLIC SCHOO	FICKETT ELEME	1	LA	PARKER	19	58	3.052631579	2.9716005	0	13	1	1	2	4	7	13	1.603036826	1.9473378	2.943287	F	3.2447565
ATLANTA PUBLIC SCHOO	FICKETT ELEME	1	RD	ROMENESKO	12	30	2.5	1.9306146	0	6	0	0.5	3	4	4	6	1.080588194	1.4903398	2.37126	F	3.2992386
ATLANTA PUBLIC SCHOO	FICKETT ELEME	2	LA	LITTLE	18	61	3.388888889	2.1730675	0	8	0	2	3.5	5	6	8	1.319203885	1.7325901	2.54433	F	5.0680943
ATLANTA PUBLIC SCHOO	FICKETT ELEME	2	MA	LITTLE	18	90	5	3.7573457	0	16	0	2	5	7	8	16	1.728771036	2.047211	3.176368	F	6.779296
ATLANTA PUBLIC SCHOO	FICKETT ELEME	2	LA	MARTIN	19	77	4.052631579	2.5921609	0	9	0	2	4	6	8	9	1.319203885	1.7325901	2.511654	F	6.8768345
ATLANTA PUBLIC SCHOO	FICKETT ELEME	2	MA	MARTIN	19	80	4.210526316	2.7402138	0	10	1	2	4	7	8	10	1.728771036	2.047211	3.137758	F	5.2841259
ATLANTA PUBLIC SCHOO	FICKETT ELEME	2	LA	TAYLOR	20	63	3.15	2.7198104	0	9	0	1	2.5	5	7	8.5	1.319203885	1.7325901	2.481461	F	4.725624
ATLANTA PUBLIC SCHOO	FICKETT ELEME	2	RD	TICKLES	19	53	2.789473684	1.3572418	0	5	1	2	2	4	5	5	0.914374058	1.381785	1.865384	F	5.9150809
ATLANTA PUBLIC SCHOO	FICKETT ELEME	2	LA	TICKLES	19	61	3.210526316	2.5293598	0	9	0	2	3	4	8	9	1.319203885	1.7325901	2.511654	F	4.7582423
ATLANTA PUBLIC SCHOO	FICKETT ELEME	2	MA	TICKLES	19	78	4.105263158	2.3308257	0	8	0	3	4	5	8	8	1.728771036	2.047211	3.137758	F	5.0600007
ATLANTA PUBLIC SCHOO	FICKETT ELEME	2	LA	WATKINS	13	46	3.538461538	2.6017745	0	9	1	1	3	4	7	9	1.319203885	1.7325901	2.760806	F	4.6183153
ATLANTA PUBLIC SCHOO	FICKETT ELEME	2	MA	WATKINS	13	86	6.615384615	4.82249	2	16	2	3	4	10	14	16	1.728771036	2.047211	3.432154	F	8.6063118
ATLANTA PUBLIC SCHOO	FICKETT ELEME	3	RD	CARTER	21	83	3.952380952	2.7106492	0	10	1	2	4	6	7	8	1.172489269	1.8664211	2.394349	F	6.8253966
ATLANTA PUBLIC SCHOO	FICKETT ELEME	3	LA	CARTER	21	78	3.714285714	2.2614787	1	8	1	2	3	5	6	8	1.507762082	2.05317	2.851877	F	4.9248535
ATLANTA PUBLIC SCHOO	FICKETT ELEME	3	MA	CARTER	21	113	5.380952381	4.2246443	0	18	1	2	5	7	9	12	1.873920927	2.4330609	3.466733	F	6.6053575
ATLANTA PUBLIC SCHOO	FICKETT ELEME	3	RD	KING	20	55	2.75	3.0586375	0	9	0	1	2	3.5	9	9	1.172489269	1.8664211	2.424523	F	3.7798772
ATLANTA PUBLIC SCHOO	FICKETT ELEME	3	LA	KING	20	66	3.3	2.8855356	0	13	0	2	3	4.5	5.5	9.5	1.507762082	2.05317	2.88507	F	3.9037837
ATLANTA PUBLIC SCHOO	FICKETT ELEME	3	LA	REDD	14	49	3.5	2.6530099	0	8	1	1	2.5	6	7	8	1.507762082	2.05317	3.15396	F	3.6306159
ATLANTA PUBLIC SCHOO	FICKETT ELEME	3	RD	YOUNG	20	161	8.05	4.0454653	2	16	2.5	4.5	8	11	14	15	1.172489269	1.8664211	2.424523	F	16.47922
ATLANTA PUBLIC SCHOO	FICKETT ELEME	3	LA	YOUNG	20	125	6.25	5.9105169	0	19	1	1.5	4.5	11	16	18	1.507762082	2.05317	2.88507	F	10.32936
ATLANTA PUBLIC SCHOO	FICKETT ELEME	3	MA	YOUNG	20	129	6.45	3.2032056	2	15	2.5	3.5	7	8.5	9.5	13	1.873920927	2.4330609	3.506068	F	8.4111531
ATLANTA PUBLIC SCHOO	FICKETT ELEME	4	RD	MILES	22	158	7.181818182	6.3892496	1	24	1	2	4	10	15	20	0.994595544	1.6385729	2.04263	F	17.710928
ATLANTA PUBLIC SCHOO	FICKETT ELEME	4	LA	MILES	22	126	5.727272727	4.0962447	0	14	0	3	5	7	12	13	1.405105438	2.0332046	2.705547	F	9.970842
ATLANTA PUBLIC SCHOO	FICKETT ELEME	4	MA	MILES	22	141	6.409090909	4.76754	0	14	1	3	4	11	14	14	1.874440105	2.4446497	3.438043	F	8.7003865

SystemName	SchoolName	Grade	Content	TeacherName	N_students	#_WTR	Mean_classro	Std_classrc	Min_	Max_	P10_	P25_	P50_	P75_	P90_	P95_	Mean_state	Std_state	crit_3SD	flag_3SD	Flag_Z
ATLANTA PUBLIC SCHOO	FICKETT ELEME	4	RD	SCOTT	23	73	3.173913043	2.3091158	0	11	1	2	3	4	5	6	0.994595544	1.6385729	2.019594	F	6.3785013
ATLANTA PUBLIC SCHOO	FICKETT ELEME	4	LA	SCOTT	23	85	3.695652174	3.1970837	0	12	1	1	2	7	8	9	1.405105438	2.0332046	2.676963	F	5.4028387
ATLANTA PUBLIC SCHOO	FICKETT ELEME	4	MA	SCOTT	23	104	4.52173913	3.3285209	0	13	1	2	5	7	9	9	1.874440105	2.4446497	3.403674	F	5.1933821
ATLANTA PUBLIC SCHOO	FICKETT ELEME	4	RD	WHEELER	24	88	3.666666667	3.7261318	0	13	0	0.5	3	5	10	11	0.994595544	1.6385729	1.998012	F	7.9889161
ATLANTA PUBLIC SCHOO	FICKETT ELEME	4	LA	WHEELER	24	65	2.708333333	1.7315278	0	6	0	1	3	4	5	6	1.405105438	2.0332046	2.650184	F	3.1401104
ATLANTA PUBLIC SCHOO	FICKETT ELEME	4	MA	WHEELER	24	103	4.291666667	2.9411498	0	12	1	2	4	6	8	10	1.874440105	2.4446497	3.371476	F	4.8440246
ATLANTA PUBLIC SCHOO	FICKETT ELEME	5	RD	GRAY	23	105	4.565217391	2.8094983	1	12	2	3	4	6	7	11	1.136148015	1.8284998	2.279954	F	8.9938426
ATLANTA PUBLIC SCHOO	FICKETT ELEME	5	RD	WILBOURN	17	170	10	5.937171	1	20	3	5	9	16	17	20	1.136148015	1.8284998	2.466577	F	19.987204
ATLANTA PUBLIC SCHOO	FICKETT ELEME	5	MA	WILBOURN	17	183	10.76470588	4.9311435	3	19	3	7	11	14	19	19	1.824890617	2.5360989	3.670174	F	14.534055
ATLANTA PUBLIC SCHOO	FINCH ELEMENT	1	RD	FLORENCE	19	78	4.105263158	2.3068674	0	10	0	3	4	5	7	10	1.080588194	1.4903398	2.10631	F	8.846474
ATLANTA PUBLIC SCHOO	FINCH ELEMENT	1	LA	FLORENCE	19	117	6.157894737	4.0313102	0	13	0	3	7	9	12	13	1.603036826	1.9473378	2.943287	F	10.195542
ATLANTA PUBLIC SCHOO	FINCH ELEMENT	1	MA	FLORENCE	19	86	4.526315789	2.2941573	0	9	1	3	4	6	8	9	1.74803401	2.0489466	3.158216	F	5.9104759
ATLANTA PUBLIC SCHOO	FINCH ELEMENT	1	RD	WILLIAMS	19	53	2.789473684	1.5839103	0	6	0	2	3	4	5	6	1.080588194	1.4903398	2.10631	F	4.9980944
ATLANTA PUBLIC SCHOO	FINCH ELEMENT	1	LA	WILLIAMS	19	98	5.157894737	3.0779351	0	11	0	3	5	7	10	11	1.603036826	1.9473378	2.943287	F	7.9571537
ATLANTA PUBLIC SCHOO	FINCH ELEMENT	1	MA	WILLIAMS	19	82	4.315789474	3.4488747	0	14	0	2	4	5	10	14	1.74803401	2.0489466	3.158216	F	5.4626053
ATLANTA PUBLIC SCHOO	FINCH ELEMENT	2	RD	COLLIER	20	47	2.35	1.6944181	0	6	0.5	1	2	3	5	5.5	0.914374058	1.381785	1.841304	F	4.6463919
ATLANTA PUBLIC SCHOO	FINCH ELEMENT	2	LA	COLLIER	20	85	4.25	2.8814287	0	10	1	2	4	6.5	8.5	9.5	1.319203885	1.7325901	2.481461	F	7.5649278
ATLANTA PUBLIC SCHOO	FINCH ELEMENT	2	MA	COLLIER	20	138	6.9	4.9831294	0	22	2.5	3.5	6	8.5	13	19	1.728771036	2.047211	3.102082	F	11.296559
ATLANTA PUBLIC SCHOO	FINCH ELEMENT	2	RD	DANIEL	20	41	2.05	2.5438264	0	9	0	0	1	3	6	7.5	0.914374058	1.381785	1.841304	F	3.6754443
ATLANTA PUBLIC SCHOO	FINCH ELEMENT	2	LA	DANIEL	20	56	2.8	2.607681	0	10	0	1	2	4	6.5	9	1.319203885	1.7325901	2.481461	F	3.8222091
ATLANTA PUBLIC SCHOO	FINCH ELEMENT	2	MA	DANIEL	20	82	4.1	2.6337885	0	9	1	2	3	6.5	8	8.5	1.728771036	2.047211	3.102082	F	5.1799538
ATLANTA PUBLIC SCHOO	FINCH ELEMENT	2	RD	MAY	18	35	1.944444444	1.6259738	0	5	0	0	2	3	4	5	0.914374058	1.381785	1.891444	F	3.1627342
ATLANTA PUBLIC SCHOO	FINCH ELEMENT	2	MA	MAY	18	72	4	3.1808249	0	13	1	2	3.5	6	7	13	1.728771036	2.047211	3.176368	F	4.7068957
ATLANTA PUBLIC SCHOO	FINCH ELEMENT	2	RD	SHORTER	17	66	3.882352941	2.1471595	0	7	1	2	3	6	7	7	0.914374058	1.381785	1.91977	F	8.8561468
ATLANTA PUBLIC SCHOO	FINCH ELEMENT	2	LA	SHORTER	17	57	3.352941176	2.9567968	0	11	0	1	3	4	8	11	1.319203885	1.7325901	2.579848	F	4.8397563
ATLANTA PUBLIC SCHOO	FINCH ELEMENT	2	MA	SHORTER	17	88	5.176470588	3.8444001	0	13	1	1	6	8	10	13	1.728771036	2.047211	3.218336	F	6.9437052
ATLANTA PUBLIC SCHOO	FINCH ELEMENT	2	RD	THOMAS WILSON	18	66	3.666666667	2.9305691	0	12	1	2	3	5	9	12	0.914374058	1.381785	1.891444	F	8.4506555
ATLANTA PUBLIC SCHOO	FINCH ELEMENT	2	LA	THOMAS WILSON	18	60	3.333333333	3.1248529	0	13	1	1	2.5	4	8	13	1.319203885	1.7325901	2.54433	F	4.9320539
ATLANTA PUBLIC SCHOO	FINCH ELEMENT	2	MA	THOMAS WILSON	18	129	7.166666667	5.4583988	0	22	1	2	7.5	9	14	22	1.728771036	2.047211	3.176368	F	11.269497
ATLANTA PUBLIC SCHOO	FINCH ELEMENT	3	RD	GATES	22	83	3.772727273	3.6636154	0	16	0	1	3	5	8	9	1.172489269	1.8664211	2.366256	F	6.5345368
ATLANTA PUBLIC SCHOO	FINCH ELEMENT	3	RD	JACKSON	21	92	4.380952381	3.59828	0	12	0	2	4	7	9	11	1.172489269	1.8664211	2.394349	F	7.877657
ATLANTA PUBLIC SCHOO	FINCH ELEMENT	3	LA	JACKSON	21	80	3.80952381	3.3409437	0	12	0	2	3	5	10	10	1.507762082	2.05317	2.851877	F	5.1374203
ATLANTA PUBLIC SCHOO	FINCH ELEMENT	3	RD	SIMS	21	60	2.857142857	2.6699385	0	9	0	1	2	4	7	8	1.172489269	1.8664211	2.394349	F	4.1362866
ATLANTA PUBLIC SCHOO	FINCH ELEMENT	3	LA	SIMS	21	60	2.857142857	2.8859264	0	11	1	1	2	4	7	8	1.507762082	2.05317	2.851877	F	3.0117523
ATLANTA PUBLIC SCHOO	FINCH ELEMENT	3	MA	SIMS	21	92	4.380952381	3.4996598	0	11	1	1	4	7	10	11	1.873920927	2.4330609	3.466733	F	4.7218964
ATLANTA PUBLIC SCHOO	FINCH ELEMENT	4	RD	FULLER	17	69	4.058823529	3.3254809	0	11	1	1	3	6	10	11	0.994595544	1.6385729	2.186832	F	7.7104507
ATLANTA PUBLIC SCHOO	FINCH ELEMENT	4	LA	FULLER	17	62	3.647058824	3.2392356	0	10	0	1	3	6	9	10	1.405105438	2.0332046	2.884479	F	4.5464243
ATLANTA PUBLIC SCHOO	FINCH ELEMENT	4	MA	FULLER	17	75	4.411764706	4.5146819	0	16	0	1	2	6	12	16	1.874440105	2.4446497	3.653184	F	4.2794095
ATLANTA PUBLIC SCHOO	FINCH ELEMENT	4	RD	RICHARDS	16	39	2.4375	2.1592823	0	6	0	0.5	2	4.5	6	6	0.994595544	1.6385729	2.223525	F	3.5223442
ATLANTA PUBLIC SCHOO	FINCH ELEMENT	4	LA	RICHARDS	16	56	3.5	3.6514837	0	14	0	1	2.5	4.5	9	14	1.405105438	2.0332046	2.930009	F	4.121365
ATLANTA PUBLIC SCHOO	FINCH ELEMENT	4	MA	RICHARDS	16	77	4.8125	3.9364747	0	14	0	2.5	4	5.5	12	14	1.874440105	2.4446497	3.707927	F	4.8073306
ATLANTA PUBLIC SCHOO	FINCH ELEMENT	4	RD	WOODS	17	63	3.705882353	2.054407	1	7	1	2	4	5	7	7	0.994595544	1.6385729	2.186832	F	6.8223524
ATLANTA PUBLIC SCHOO	FINCH ELEMENT	5	RD	SCOTT	19	121	6.368421053	4.2322902	0	14	1	3	6	10	12	14	1.136148015	1.8284998	2.394608	F	12.473039
ATLANTA PUBLIC SCHOO	FINCH ELEMENT	5	LA	SCOTT	19	100	5.263157895	4.0939265	0	13	0	1	5	9	10	13	1.434674213	2.0406349	2.839135	F	8.1778339
ATLANTA PUBLIC SCHOO	FINCH ELEMENT	5	MA	SCOTT	19	134	7.052631579	4.1429148	0	15	2	3	7	10	13	15	1.824890617	2.5360989	3.570354	F	8.9851362
ATLANTA PUBLIC SCHOO	GARDEN HILLS	1	MA	HERNANDEZ	16	77	4.8125	4.0697051	0	15	0	2	4	6.5	12	15	1.74803401	2.0489466	3.284744	F	5.98252
ATLANTA PUBLIC SCHOO	GARDEN HILLS	1	LA	MCCLAIN	16	51	3.1875	1.4244882	1	5	1	2	3.5	4	5	5	1.603036826	1.9473378	3.06354	F	3.2546241
ATLANTA PUBLIC SCHOO	GARDEN HILLS	3	MA	BROWN	17	66	3.882352941	3.0183264	0	11	1	1	3	6	8	11	1.873920927	2.4330609	3.644233	F	3.4035224
ATLANTA PUBLIC SCHOO	GARDEN HILLS	4	LA	HAIDER	16	54	3.375	3.5378901	0	13	0	1	2.5	4	10	13	1.405105438	2.0332046	2.930009	F	3.8754478
ATLANTA PUBLIC SCHOO	GARDEN HILLS	4	RD	HILL	12	38	3.166666667	3.8098755	0	14	0	1	2	3.5	6	14	0.994595544	1.6385729	2.413641	F	4.5919684
ATLANTA PUBLIC SCHOO	GARDEN HILLS	4	LA	HILL	12	38	3.166666667	4.3239993	0	14	0	0.5	1	4.5	9	14	1.405105438	2.0332046	3.165912	F	3.0012854
ATLANTA PUBLIC SCHOO	GARDEN HILLS	5	RD	BRIGGS	25	77	3.08	2.3079572	0	8	0	1	3	4	7	7	1.136148015	1.8284998	2.233248	F	5.3154286
ATLANTA PUBLIC SCHOO	GIDEONS ELEME	1	RD	COKLOW	16	67	4.1875	2.6132674	0	11	2	2	4	6	7	11	1.080588194	1.4903398	2.198343	F	8.338801
ATLANTA PUBLIC SCHOO	GIDEONS ELEME	1	LA	COKLOW	16	101	6.3125	2.5747168	2	13	3	5	6	8	9	13	1.603036826	1.9473378	3.06354	F	9.6736439

SystemName	SchoolName	Grade	Content	TeacherName	N_students	#_WTR	Mean_classro	Std_classrc	Min_	Max_	P10_	P25_	P50_	P75_	P90_	P95_	Mean_state	Std_state	crit_3SD	flag_3SD	Flag_Z
ATLANTA PUBLIC SCHOO	GIDEONS ELEME	1	MA	COKLOW	16	99	6.1875	4.0036442	0	15	2	3	5	9	12	15	1.74803401	2.0489466	3.284744	F	8.6668262
ATLANTA PUBLIC SCHOO	GIDEONS ELEME	1	RD	ELLERBE	20	135	6.75	5.6556911	0	19	1	2.5	5	9.5	17	19	1.080588194	1.4903398	2.080339	F	17.012483
ATLANTA PUBLIC SCHOO	GIDEONS ELEME	1	LA	ELLERBE	20	140	7	4.7903412	0	17	1	4	6	10	14	16	1.603036826	1.9473378	2.909351	F	12.394333
ATLANTA PUBLIC SCHOO	GIDEONS ELEME	1	MA	ELLERBE	20	145	7.25	5.5428949	0	19	0	2	7.5	11	15	17	1.74803401	2.0489466	3.122509	F	12.008873
ATLANTA PUBLIC SCHOO	GIDEONS ELEME	1	RD	MOORE	20	55	2.75	1.9701723	0	6	0	1	3	4.5	5	5.5	1.080588194	1.4903398	2.080339	F	5.0094861
ATLANTA PUBLIC SCHOO	GIDEONS ELEME	1	MA	MOORE	20	186	9.3	6.9517132	0	28	1.5	4.5	7.5	13	19	24	1.74803401	2.0489466	3.122509	F	16.483308
ATLANTA PUBLIC SCHOO	GIDEONS ELEME	1	RD	ROBINSON	20	60	3	2.4494897	0	10	0	2	2.5	4	6.5	8.5	1.080588194	1.4903398	2.080339	F	5.7596734
ATLANTA PUBLIC SCHOO	GIDEONS ELEME	1	LA	ROBINSON	20	76	3.8	3.334035	0	12	0	1	3	5.5	9	11	1.603036826	1.9473378	2.909351	F	5.0454101
ATLANTA PUBLIC SCHOO	GIDEONS ELEME	1	MA	ROBINSON	20	149	7.45	4.3222192	1	15	2	4	7	11	14	15	1.74803401	2.0489466	3.122509	F	12.445403
ATLANTA PUBLIC SCHOO	GIDEONS ELEME	2	RD	GRAYER	20	45	2.25	3.0240266	0	13	0	0	2	2.5	5.5	9.5	0.914374058	1.381785	1.841304	F	4.3227427
ATLANTA PUBLIC SCHOO	GIDEONS ELEME	2	LA	GRAYER	20	58	2.9	1.9973667	0	7	1	2	2	4	6.5	7	1.319203885	1.7325901	2.481461	F	4.0803277
ATLANTA PUBLIC SCHOO	GIDEONS ELEME	2	MA	GRAYER	20	99	4.95	3.2521248	0	12	0.5	2.5	4.5	8	8.5	11	1.728771036	2.047211	3.102082	F	7.0367803
ATLANTA PUBLIC SCHOO	GIDEONS ELEME	2	RD	JORDAN	20	65	3.25	2.5520889	0	11	0.5	2	3	4.5	6	9	0.914374058	1.381785	1.841304	F	7.5592347
ATLANTA PUBLIC SCHOO	GIDEONS ELEME	2	LA	JORDAN	20	98	4.9	3.1271309	0	13	1.5	3	4.5	6	9.5	12	1.319203885	1.7325901	2.481461	F	9.2426982
ATLANTA PUBLIC SCHOO	GIDEONS ELEME	2	MA	JORDAN	20	93	4.65	3.3603728	0	11	1	1.5	4	8	9	10	1.728771036	2.047211	3.102082	F	6.3814298
ATLANTA PUBLIC SCHOO	GIDEONS ELEME	2	RD	KAY	20	47	2.35	1.9269556	0	7	1	1	2	3	6	7	0.914374058	1.381785	1.841304	F	4.6463919
ATLANTA PUBLIC SCHOO	GIDEONS ELEME	2	LA	KAY	20	90	4.5	3	0	10	0.5	2	4	7	8	9	1.319203885	1.7325901	2.481461	F	8.2102241
ATLANTA PUBLIC SCHOO	GIDEONS ELEME	2	MA	KAY	20	100	5	4.1039134	0	14	1	2	3.5	8	11	13	1.728771036	2.047211	3.102082	F	7.1460054
ATLANTA PUBLIC SCHOO	GIDEONS ELEME	2	RD	KEYTON	22	65	2.954545455	1.9875151	1	8	1	1	3	4	6	6	0.914374058	1.381785	1.798167	F	6.9252832
ATLANTA PUBLIC SCHOO	GIDEONS ELEME	2	MA	KEYTON	22	88	4	3.2659863	0	11	0	1	4	6	7	11	1.728771036	2.047211	3.038172	F	5.203669
ATLANTA PUBLIC SCHOO	GIDEONS ELEME	2	RD	POPLUS	21	51	2.428571429	2.0389073	0	7	0	1	2	4	5	6	0.914374058	1.381785	1.818965	F	5.0217105
ATLANTA PUBLIC SCHOO	GIDEONS ELEME	2	LA	POPLUS	21	55	2.619047619	2.6921402	0	12	0	1	2	3	5	5	1.319203885	1.7325901	2.45345	F	3.4379929
ATLANTA PUBLIC SCHOO	GIDEONS ELEME	2	MA	POPLUS	21	93	4.428571429	3.6820026	0	16	0	3	4	6	8	9	1.728771036	2.047211	3.068985	F	6.0433633
ATLANTA PUBLIC SCHOO	GIDEONS ELEME	3	RD	DONALDSON	17	191	11.23529412	6.3199032	0	19	0	8	12	17	19	19	1.172489269	1.8664211	2.53051	F	22.229714
ATLANTA PUBLIC SCHOO	GIDEONS ELEME	3	LA	DONALDSON	17	175	10.29411765	8.4021181	0	26	0	4	10	17	19	26	1.507762082	2.05317	3.001663	F	17.644458
ATLANTA PUBLIC SCHOO	GIDEONS ELEME	3	MA	DONALDSON	17	276	16.23529412	8.5112382	0	31	0	13	18	22	23	31	1.873920927	2.4330609	3.644233	F	24.337023
ATLANTA PUBLIC SCHOO	GIDEONS ELEME	3	RD	HUNT	17	160	9.411764706	7.730288	0	25	1	3	9	12	24	25	1.172489269	1.8664211	2.53051	F	18.20136
ATLANTA PUBLIC SCHOO	GIDEONS ELEME	3	LA	HUNT	17	128	7.529411765	5.9594216	0	19	0	3	6	12	17	19	1.507762082	2.05317	3.001663	F	12.09247
ATLANTA PUBLIC SCHOO	GIDEONS ELEME	3	MA	HUNT	17	174	10.23529412	7.7421687	0	25	2	4	9	14	25	25	1.873920927	2.4330609	3.644233	F	14.169323
ATLANTA PUBLIC SCHOO	GIDEONS ELEME	3	RD	NEELY	17	94	5.529411765	4.5705258	0	15	0	1	5	9	12	15	1.172489269	1.8664211	2.53051	F	9.6248654
ATLANTA PUBLIC SCHOO	GIDEONS ELEME	3	LA	NEELY	17	74	4.352941176	4.7162111	0	14	0	1	2	8	11	14	1.507762082	2.05317	3.001663	F	5.7135911
ATLANTA PUBLIC SCHOO	GIDEONS ELEME	3	MA	NEELY	17	66	3.882352941	4.4000334	0	12	0	0	2	7	11	12	1.873920927	2.4330609	3.644233	F	3.4035224
ATLANTA PUBLIC SCHOO	GIDEONS ELEME	3	RD	WARD	17	145	8.529411765	5.4785679	0	20	2	4	9	11	19	20	1.172489269	1.8664211	2.53051	F	16.252157
ATLANTA PUBLIC SCHOO	GIDEONS ELEME	3	LA	WARD	17	128	7.529411765	5.5690848	0	19	2	3	6	11	16	19	1.507762082	2.05317	3.001663	F	12.09247
ATLANTA PUBLIC SCHOO	GIDEONS ELEME	3	MA	WARD	17	167	9.823529412	6.5882025	0	27	3	5	11	13	16	27	1.873920927	2.4330609	3.644233	F	13.471539
ATLANTA PUBLIC SCHOO	GIDEONS ELEME	4	RD	BOAKYE	26	392	15.07692308	7.1884523	0	26	7	11	16	20	25	26	0.994595544	1.6385729	1.958647	F	43.822318
ATLANTA PUBLIC SCHOO	GIDEONS ELEME	4	LA	BOAKYE	26	460	17.69230769	8.9789497	0	41	8	13	17	23	25	35	1.405105438	2.0332046	2.601338	F	40.84624
ATLANTA PUBLIC SCHOO	GIDEONS ELEME	4	MA	BOAKYE	26	712	27.38461538	12.643028	0	47	11	19	30	37	42	43	1.874440105	2.4446497	3.312746	F	53.208801
ATLANTA PUBLIC SCHOO	GIDEONS ELEME	4	RD	BYSE	24	150	6.25	4.2554313	0	15	1	2.5	6	8.5	12	15	0.994595544	1.6385729	1.998012	F	15.712525
ATLANTA PUBLIC SCHOO	GIDEONS ELEME	4	LA	BYSE	24	208	8.666666667	4.0180751	1	17	4	5.5	8	12	14	14	1.405105438	2.0332046	2.650184	F	17.496636
ATLANTA PUBLIC SCHOO	GIDEONS ELEME	4	MA	BYSE	24	217	9.041666667	6.9812118	1	24	2	3.5	7.5	13	22	24	1.874440105	2.4446497	3.371476	F	14.362833
ATLANTA PUBLIC SCHOO	GIDEONS ELEME	4	RD	FREEMAN	26	149	5.730769231	3.0926712	1	14	2	4	5.5	7	11	11	0.994595544	1.6385729	1.958647	F	14.738338
ATLANTA PUBLIC SCHOO	GIDEONS ELEME	4	LA	FREEMAN	26	187	7.192307692	4.3636611	0	19	2	4	7	10	13	14	1.405105438	2.0332046	2.601338	F	14.51357
ATLANTA PUBLIC SCHOO	GIDEONS ELEME	4	MA	FREEMAN	26	222	8.538461538	4.6923834	0	22	3	5	9	11	14	16	1.874440105	2.4446497	3.312746	F	13.899732
ATLANTA PUBLIC SCHOO	GIDEONS ELEME	4	RD	MITCHELL	26	150	5.769230769	4.2923904	0	16	1	2	4.5	9	13	13	0.994595544	1.6385729	1.958647	F	14.858025
ATLANTA PUBLIC SCHOO	GIDEONS ELEME	4	LA	MITCHELL	26	215	8.269230769	6.0633832	0	23	2	3	8	12	18	20	1.405105438	2.0332046	2.601338	F	17.214357
ATLANTA PUBLIC SCHOO	GIDEONS ELEME	4	MA	MITCHELL	26	225	8.653846154	5.6635135	0	23	2	4	7.5	12	18	18	1.874440105	2.4446497	3.312746	F	14.140399
ATLANTA PUBLIC SCHOO	GIDEONS ELEME	5	RD	BANK	23	252	10.95652174	5.4479209	0	24	6	7	11	14	18	18	1.136148015	1.8284998	2.279954	F	25.757104
ATLANTA PUBLIC SCHOO	GIDEONS ELEME	5	LA	BANK	23	265	11.52173913	5.79082	1	25	4	7	12	16	18	19	1.434674213	2.0406349	2.71118	F	23.706281
ATLANTA PUBLIC SCHOO	GIDEONS ELEME	5	MA	BANK	23	411	17.86956522	7.4912333	0	30	8	14	17	25	26	27	1.824890617	2.5360989	3.41133	F	30.340913
ATLANTA PUBLIC SCHOO	GIDEONS ELEME	5	RD	BOWSER	23	204	8.869565217	4.5557591	0	18	4	5	9	13	14	14	1.136148015	1.8284998	2.279954	F	20.283386
ATLANTA PUBLIC SCHOO	GIDEONS ELEME	5	LA	BOWSER	23	236	10.26086957	5.7699645	1	21	3	7	9	15	18	20	1.434674213	2.0406349	2.71118	F	20.743027
ATLANTA PUBLIC SCHOO	GIDEONS ELEME	5	MA	BOWSER	23	388	16.86956522	9.0569127	2	33	3	13	17	21	31	31	1.824890617	2.5360989	3.41133	F	28.449886
ATLANTA PUBLIC SCHOO	GIDEONS ELEME	5	RD	JORDAN	23	208	9.043478261	5.547139	3	23	3	4	9	12	18	19	1.136148015	1.8284998	2.279954	F	20.739529

SystemName	SchoolName	Grade	Content	TeacherName	N_students	#_WTR	Mean_classro	Std_classrc	Min_	Max_	P10_	P25_	P50_	P75_	P90_	P95_	Mean_state	Std_state	crit_3SD	flag_3SD	Flag_Z
ATLANTA PUBLIC SCHOO	GIDEONS ELEME	5	LA	JORDAN	23	238	10.34782609	5.5727315	1	22	4	7	9	14	19	20	1.434674213	2.0406349	2.71118	F	20.94739
ATLANTA PUBLIC SCHOO	GIDEONS ELEME	5	MA	JORDAN	23	437	19	8.1296315	3	34	9	13	19	25	31	31	1.824890617	2.5360989	3.41133	F	32.478595
ATLANTA PUBLIC SCHOO	GIDEONS ELEME	5	RD	MACON	23	176	7.652173913	5.7335432	0	19	0	3	5	14	15	15	1.136148015	1.8284998	2.279954	F	17.090384
ATLANTA PUBLIC SCHOO	GIDEONS ELEME	5	LA	MACON	23	177	7.695652174	5.3549873	0	18	0	4	7	11	14	18	1.434674213	2.0406349	2.71118	F	14.71434
ATLANTA PUBLIC SCHOO	GIDEONS ELEME	5	MA	MACON	23	388	16.86956522	10.554208	0	39	1	7	20	25	26	30	1.824890617	2.5360989	3.41133	F	28.449886
ATLANTA PUBLIC SCHOO	GROVE PARK EL	1	MA	HANEY	17	61	3.588235294	2.4509902	0	8	0	2	3	5	7	8	1.74803401	2.0489466	3.238862	F	3.7030464
ATLANTA PUBLIC SCHOO	GROVE PARK EL	1	RD	TOLLMAN	18	52	2.888888889	2.0259751	0	7	1	1	2	4	6	7	1.080588194	1.4903398	2.134418	F	5.1477992
ATLANTA PUBLIC SCHOO	GROVE PARK EL	1	LA	TOLLMAN	18	55	3.055555556	2.4125218	0	8	1	1	2.5	5	7	8	1.603036826	1.9473378	2.980013	F	3.1645845
ATLANTA PUBLIC SCHOO	GROVE PARK EL	2	RD	LEWIS	15	66	4.4	2.1313979	0	8	1	3	4	6	7	8	0.914374058	1.381785	1.9847	F	9.7698062
ATLANTA PUBLIC SCHOO	GROVE PARK EL	2	LA	LEWIS	15	97	6.466666667	3.2703575	2	13	3	4	6	9	12	13	1.319203885	1.7325901	2.661262	F	11.506494
ATLANTA PUBLIC SCHOO	GROVE PARK EL	2	MA	LEWIS	15	151	10.06666667	4.9923751	1	18	4	6	10	14	18	18	1.728771036	2.047211	3.314534	F	15.773915
ATLANTA PUBLIC SCHOO	GROVE PARK EL	2	RD	MOORE	14	67	4.785714286	3.4458129	1	12	1	3	3	8	10	12	0.914374058	1.381785	2.022267	F	10.482983
ATLANTA PUBLIC SCHOO	GROVE PARK EL	2	LA	MOORE	14	73	5.214285714	3.9061799	0	11	1	2	4	10	10	11	1.319203885	1.7325901	2.708366	F	8.4117195
ATLANTA PUBLIC SCHOO	GROVE PARK EL	2	MA	MOORE	14	106	7.571428571	3.6101201	2	14	2	5	8	9	13	14	1.728771036	2.047211	3.370191	F	10.678539
ATLANTA PUBLIC SCHOO	GROVE PARK EL	2	RD	SIZEMORE	13	65	5	2.7080128	0	9	1	3	5	7	8	9	0.914374058	1.381785	2.064089	F	10.660801
ATLANTA PUBLIC SCHOO	GROVE PARK EL	2	LA	SIZEMORE	13	116	8.923076923	5.8943693	1	21	3	5	8	11	19	21	1.319203885	1.7325901	2.760806	F	15.823797
ATLANTA PUBLIC SCHOO	GROVE PARK EL	2	MA	SIZEMORE	13	101	7.769230769	5.3253145	0	18	2	4	6	13	14	18	1.728771036	2.047211	3.432154	F	10.638467
ATLANTA PUBLIC SCHOO	GROVE PARK EL	3	RD	SHANKS	16	58	3.625	2.0615528	0	7	1	2.5	3.5	5	7	7	1.172489269	1.8664211	2.572305	F	5.2560716
ATLANTA PUBLIC SCHOO	GROVE PARK EL	3	MA	SHANKS	16	75	4.6875	3.628016	1	15	1	1.5	4.5	6	8	15	1.873920927	2.4330609	3.698717	F	4.6255794
ATLANTA PUBLIC SCHOO	GROVE PARK EL	5	LA	GREGORY	5	22	4.4	1.5165751	2	6	2	4	5	5	6	6	1.434674213	2.0406349	4.172473	F	3.2493172
ATLANTA PUBLIC SCHOO	HERITAGE ACAD	1	MA	BROWN	18	59	3.277777778	2.1910394	1	8	1	2	3	4	8	8	1.74803401	2.0489466	3.196858	F	3.167556
ATLANTA PUBLIC SCHOO	HERITAGE ACAD	2	MA	CUMMINGS	15	50	3.333333333	2.2253946	0	8	1	2	3	5	7	8	1.728771036	2.047211	3.314534	F	3.0355655
ATLANTA PUBLIC SCHOO	HERITAGE ACAD	2	RD	RIVERS	19	61	3.210526316	2.2255823	1	8	1	1	2	5	7	8	0.914374058	1.381785	1.865384	F	7.2433092
ATLANTA PUBLIC SCHOO	HERITAGE ACAD	2	LA	RIVERS	19	66	3.473684211	2.9129676	0	9	0	1	2	5	8	9	1.319203885	1.7325901	2.511654	F	5.4203024
ATLANTA PUBLIC SCHOO	HERITAGE ACAD	2	MA	RIVERS	19	89	4.684210526	2.9259876	1	10	1	2	5	6	10	10	1.728771036	2.047211	3.137758	F	6.2926891
ATLANTA PUBLIC SCHOO	HERITAGE ACAD	2	MA	SNEED	16	61	3.8125	2.4005208	0	9	1	2	3.5	5	8	9	1.728771036	2.047211	3.264179	F	4.0713517
ATLANTA PUBLIC SCHOO	HERITAGE ACAD	2	LA	TOLIVER	15	52	3.466666667	2.1668498	1	7	1	2	3	6	6	7	1.319203885	1.7325901	2.661262	F	4.8003782
ATLANTA PUBLIC SCHOO	HERITAGE ACAD	2	MA	TOLIVER	15	82	5.466666667	4.0684617	0	16	1	2	5	8	10	16	1.728771036	2.047211	3.314534	F	7.0714781
ATLANTA PUBLIC SCHOO	HERITAGE ACAD	3	RD	HILLMAN	1	9	9		9	9	9	9	9	9	9	9	1.172489269	1.8664211	6.771753	F	4.1938611
ATLANTA PUBLIC SCHOO	HERITAGE ACAD	3	RD	HOUSTON	18	68	3.777777778	6.5847914	0	28	0	0	2	3	9	28	1.172489269	1.8664211	2.492248	F	5.9221915
ATLANTA PUBLIC SCHOO	HERITAGE ACAD	3	LA	HOUSTON	18	78	4.333333333	3.7885276	1	17	1	2	3.5	5	9	17	1.507762082	2.05317	2.959573	F	5.8387194
ATLANTA PUBLIC SCHOO	HERITAGE ACAD	3	RD	LEVEL	16	53	3.3125	2.9375443	0	10	0	1	2.5	5	7	10	1.172489269	1.8664211	2.572305	F	4.5863407
ATLANTA PUBLIC SCHOO	HERITAGE ACAD	3	LA	LEWIS	18	57	3.166666667	2.2294816	0	8	0	2	3	5	6	8	1.507762082	2.05317	2.959573	F	3.4279363
ATLANTA PUBLIC SCHOO	HERITAGE ACAD	3	RD	PANNELL	8	30	3.75	3.2403703	0	10	0	1.5	3	5.5	10	10	1.172489269	1.8664211	3.152128	F	3.9060324
ATLANTA PUBLIC SCHOO	HERITAGE ACAD	3	RD	WARE	16	47	2.9375	2.1746647	0	6	0	1.5	2.5	5	6	6	1.172489269	1.8664211	2.572305	F	3.7826635
ATLANTA PUBLIC SCHOO	HERITAGE ACAD	3	LA	WARE	16	64	4	3.8470768	0	13	0	1	3	6.5	9	13	1.507762082	2.05317	3.04764	F	4.8553951
ATLANTA PUBLIC SCHOO	HERITAGE ACAD	4	RD	JONES	16	84	5.25	5.8366657	0	23	0	1.5	3	7.5	10	23	0.994595544	1.6385729	2.223525	F	10.388075
ATLANTA PUBLIC SCHOO	HERITAGE ACAD	4	RD	PAYNE	17	47	2.764705882	5.3095364	0	22	0	0	1	3	6	22	0.994595544	1.6385729	2.186832	F	4.4540904
ATLANTA PUBLIC SCHOO	HERITAGE ACAD	4	RD	TOOMBS	16	68	4.25	3.9242834	0	13	0	0.5	3.5	7	9	13	0.994595544	1.6385729	2.223525	F	7.946926
ATLANTA PUBLIC SCHOO	HERITAGE ACAD	5	RD	ADAMS JOHNSON	20	109	5.45	5.2060188	0	21	0	1.5	4.5	7	12	17	1.136148015	1.8284998	2.362743	F	10.550799
ATLANTA PUBLIC SCHOO	HERITAGE ACAD	5	RD	MARTIN	19	52	2.736842105	4.8630364	0	15	0	0	1	1	12	15	1.136148015	1.8284998	2.394608	F	3.8158407
ATLANTA PUBLIC SCHOO	HERITAGE ACAD	5	RD	WINESTOCK	18	68	3.777777778	3.9934587	0	16	0	1	2.5	6	8	16	1.136148015	1.8284998	2.429093	F	6.1293341
ATLANTA PUBLIC SCHOO	HERNDON ELEME	1	LA	HOLLIWAY	19	79	4.157894737	2.8918114	1	11	1	1	4	5	9	11	1.603036826	1.9473378	2.943287	F	5.718765
ATLANTA PUBLIC SCHOO	HERNDON ELEME	1	RD	MILLER	20	42	2.1	1.3726655	0	5	0	1	2	3	3.5	4.5	1.080588194	1.4903398	2.080339	F	3.0589991
ATLANTA PUBLIC SCHOO	HERNDON ELEME	1	LA	MILLER	20	65	3.25	2.0994987	0	7	0	1.5	3.5	5	5.5	6.5	1.603036826	1.9473378	2.909351	F	3.7823141
ATLANTA PUBLIC SCHOO	HERNDON ELEME	1	MA	MILLER	20	94	4.7	3.262224	0	11	1	1.5	4	7.5	9	11	1.74803401	2.0489466	3.122509	F	6.4431124
ATLANTA PUBLIC SCHOO	HERNDON ELEME	2	RD	CARROLL	21	51	2.428571429	1.5352989	0	6	0	2	3	3	4	5	0.914374058	1.381785	1.818965	F	5.0217105
ATLANTA PUBLIC SCHOO	HERNDON ELEME	2	LA	CARROLL	21	69	3.285714286	2.2614787	0	8	1	1	3	5	6	7	1.319203885	1.7325901	2.45345	F	5.2012781
ATLANTA PUBLIC SCHOO	HERNDON ELEME	2	MA	CARROLL	21	78	3.714285714	3.5657097	0	11	0	1	2	6	8	9	1.728771036	2.047211	3.068985	F	4.4444718
ATLANTA PUBLIC SCHOO	HERNDON ELEME	3	RD	WOMACK	18	58	3.222222222	2.8191687	0	11	1	1	2.5	4	8	11	1.172489269	1.8664211	2.492248	F	4.6593346
ATLANTA PUBLIC SCHOO	HERNDON ELEME	3	LA	WOMACK	18	91	5.055555556	3.1524448	1	12	2	3	4	6	11	12	1.507762082	2.05317	2.959573	F	7.3311089
ATLANTA PUBLIC SCHOO	HERNDON ELEME	3	MA	WOMACK	18	100	5.555555556	2.525685	2	9	3	3	4.5	8	9	9	1.873920927	2.4330609	3.594355	F	6.4198364
ATLANTA PUBLIC SCHOO	HERNDON ELEME	4	LA	EVERETT	24	65	2.708333333	2.7737773	0	10	1	1	1.5	4	8	8	1.405105438	2.0332046	2.650184	F	3.1401104
ATLANTA PUBLIC SCHOO	HOPE ELEMENTA	1	MA	MILES	11	50	4.545454545	2.8412545	0	9	2	2	4	6	9	9	1.74803401	2.0489466	3.601376	F	4.5281777

SystemName	SchoolName	Grade	Content	TeacherName	N_students	#_WTR	Mean_classro	Std_classrc	Min_	Max_	P10_	P25_	P50_	P75_	P90_	P95_	Mean_state	Std_state	crit_3SD	flag_3SD	Flag_Z
ATLANTA PUBLIC SCHOO	HUMPHRIES ELE	1	RD	POWERS	20	45	2.25	1.860249	0	8	0.5	1	2	3	4.5	6.5	1.080588194	1.4903398	2.080339	F	3.5091115
ATLANTA PUBLIC SCHOO	HUMPHRIES ELE	1	LA	POWERS	20	72	3.6	2.7606254	0	10	0.5	2	3	5	8	9.5	1.603036826	1.9473378	2.909351	F	4.5861025
ATLANTA PUBLIC SCHOO	HUMPHRIES ELE	1	MA	POWERS	20	74	3.7	2.5772282	1	11	1	1.5	3	5.5	6.5	9	1.74803401	2.0489466	3.122509	F	4.2604611
ATLANTA PUBLIC SCHOO	HUMPHRIES ELE	2	MA	BUTLER	21	85	4.047619048	3.007926	0	11	1	2	3	5	9	9	1.728771036	2.047211	3.068985	F	5.1906212
ATLANTA PUBLIC SCHOO	HUMPHRIES ELE	2	RD	SEALS	16	38	2.375	1.995829	0	7	0	0.5	2.5	4	4	7	0.914374058	1.381785	1.950713	F	4.2282294
ATLANTA PUBLIC SCHOO	HUMPHRIES ELE	2	LA	SEALS	16	48	3	2.4221203	0	9	1	1	2.5	5	5	9	1.319203885	1.7325901	2.618646	F	3.8804242
ATLANTA PUBLIC SCHOO	HUMPHRIES ELE	3	RD	MCNAMEE	17	94	5.529411765	6.1858472	0	21	1	1	3	9	16	21	1.172489269	1.8664211	2.53051	F	9.6248654
ATLANTA PUBLIC SCHOO	HUMPHRIES ELE	3	LA	MCNAMEE	17	80	4.705882353	3.4052295	0	11	1	2	4	6	11	11	1.507762082	2.05317	3.001663	F	6.4223555
ATLANTA PUBLIC SCHOO	HUMPHRIES ELE	3	MA	MCNAMEE	17	63	3.705882353	4.0737683	0	18	1	2	3	4	6	18	1.873920927	2.4330609	3.644233	F	3.1044724
ATLANTA PUBLIC SCHOO	HUMPHRIES ELE	3	RD	PASIVE	17	74	4.352941176	3.8881419	0	14	0	2	3	6	10	14	1.172489269	1.8664211	2.53051	F	7.0259275
ATLANTA PUBLIC SCHOO	HUMPHRIES ELE	3	LA	PASIVE	17	82	4.823529412	3.5396909	0	13	1	2	4	7	10	13	1.507762082	2.05317	3.001663	F	6.6586102
ATLANTA PUBLIC SCHOO	HUMPHRIES ELE	3	MA	PASIVE	17	75	4.411764706	3.5365736	1	14	1	2	4	5	10	14	1.873920927	2.4330609	3.644233	F	4.3006725
ATLANTA PUBLIC SCHOO	HUMPHRIES ELE	4	RD	ABELLA	20	117	5.85	5.3239775	0	19	1	1.5	6	7	15	18	0.994595544	1.6385729	2.093784	F	13.251793
ATLANTA PUBLIC SCHOO	HUMPHRIES ELE	4	LA	ABELLA	20	223	11.15	8.2734515	0	27	2	4	11	17	24	26	1.405105438	2.0332046	2.769021	F	21.434387
ATLANTA PUBLIC SCHOO	HUMPHRIES ELE	4	MA	ABELLA	20	181	9.05	4.9997368	2	19	3	4.5	9	13	17	18	1.874440105	2.4446497	3.514361	F	13.126657
ATLANTA PUBLIC SCHOO	HUMPHRIES ELE	4	RD	AHMED	16	125	7.8125	7.6001645	0	23	0	1	5.5	14	20	23	0.994595544	1.6385729	2.223525	F	16.643518
ATLANTA PUBLIC SCHOO	HUMPHRIES ELE	4	LA	AHMED	16	88	5.5	4.2110965	0	13	0	2.5	4.5	8	12	13	1.405105438	2.0332046	2.930009	F	8.0560404
ATLANTA PUBLIC SCHOO	HUMPHRIES ELE	4	MA	AHMED	16	136	8.5	4.5018515	1	17	2	6.5	8	12	15	17	1.874440105	2.4446497	3.707927	F	10.840915
ATLANTA PUBLIC SCHOO	HUMPHRIES ELE	4	RD	TERRY	17	122	7.176470588	6.0749001	0	20	0	3	6	11	16	20	0.994595544	1.6385729	2.186832	F	15.555319
ATLANTA PUBLIC SCHOO	HUMPHRIES ELE	4	LA	TERRY	17	129	7.588235294	8.3446002	1	32	1	2	5	10	18	32	1.405105438	2.0332046	2.884479	F	12.538678
ATLANTA PUBLIC SCHOO	HUMPHRIES ELE	4	MA	TERRY	17	190	11.17647059	11.091862	0	39	1	3	7	15	28	39	1.874440105	2.4446497	3.653184	F	15.68865
ATLANTA PUBLIC SCHOO	HUTCHINSON EL	1	RD	ELLIS	16	47	2.9375	3.0652624	0	10	0	1	2	4	9	10	1.080588194	1.4903398	2.198343	F	4.9838615
ATLANTA PUBLIC SCHOO	HUTCHINSON EL	1	LA	ELLIS	16	76	4.75	3.0221405	0	12	0	3	5	6.5	7	12	1.603036826	1.9473378	3.06354	F	6.464134
ATLANTA PUBLIC SCHOO	HUTCHINSON EL	1	MA	ELLIS	16	99	6.1875	4.369878	2	17	3	3	5	8	15	17	1.74803401	2.0489466	3.284744	F	8.6668262
ATLANTA PUBLIC SCHOO	HUTCHINSON EL	1	RD	GREGOIRE	16	56	3.5	3.1622777	0	9	0	1	2	6.5	8	9	1.080588194	1.4903398	2.198343	F	6.4935843
ATLANTA PUBLIC SCHOO	HUTCHINSON EL	1	LA	GREGOIRE	16	107	6.6875	3.68273	2	14	3	3.5	6.5	8	13	14	1.603036826	1.9473378	3.06354	F	10.443926
ATLANTA PUBLIC SCHOO	HUTCHINSON EL	1	MA	GREGOIRE	16	94	5.875	2.5787594	3	12	3	4	5.5	7.5	9	12	1.74803401	2.0489466	3.284744	F	8.0567566
ATLANTA PUBLIC SCHOO	HUTCHINSON EL	1	RD	JAMES	18	73	4.055555556	2.8997408	0	12	1	2	3.5	6	8	12	1.080588194	1.4903398	2.134418	F	8.4690199
ATLANTA PUBLIC SCHOO	HUTCHINSON EL	1	LA	JAMES	18	106	5.888888889	3.9688328	1	19	2	4	5	7	9	19	1.603036826	1.9473378	2.980013	F	9.3375326
ATLANTA PUBLIC SCHOO	HUTCHINSON EL	1	MA	JAMES	18	129	7.166666667	6.0609648	0	26	0	4	6	8	15	26	1.74803401	2.0489466	3.196858	F	11.220064
ATLANTA PUBLIC SCHOO	HUTCHINSON EL	1	RD	PHILLIPS	14	52	3.714285714	3.0237158	0	11	1	2	3	4	8	11	1.080588194	1.4903398	2.275518	F	6.6121791
ATLANTA PUBLIC SCHOO	HUTCHINSON EL	1	LA	PHILLIPS	14	71	5.071428571	3.5833866	0	14	2	4	4	6	11	14	1.603036826	1.9473378	3.164381	F	6.6642436
ATLANTA PUBLIC SCHOO	HUTCHINSON EL	1	MA	PHILLIPS	14	119	8.5	5.0191939	0	21	4	5	8.5	10	14	21	1.74803401	2.0489466	3.390846	F	12.330016
ATLANTA PUBLIC SCHOO	HUTCHINSON EL	1	LA	ROSSER	1	8	8		8	8	8	8	8	8	8	8	1.603036826	1.9473378	7.44505	F	3.2849786
ATLANTA PUBLIC SCHOO	HUTCHINSON EL	2	RD	POLLOCK	24	69	2.875	2.5760182	0	8	0	0.5	3	5.5	6	7	0.914374058	1.381785	1.760541	F	6.951202
ATLANTA PUBLIC SCHOO	HUTCHINSON EL	2	LA	POLLOCK	24	106	4.416666667	2.244155	1	9	1	3	4.5	6	7	8	1.319203885	1.7325901	2.380194	F	8.758221
ATLANTA PUBLIC SCHOO	HUTCHINSON EL	2	MA	POLLOCK	24	115	4.791666667	3.6710284	0	15	1	2.5	4	6.5	10	11	1.728771036	2.047211	2.982427	F	7.3295147
ATLANTA PUBLIC SCHOO	HUTCHINSON EL	2	MA	TRUITT	23	80	3.47826087	2.0641874	0	8	1	2	3	5	6	7	1.728771036	2.047211	3.00939	F	4.0983849
ATLANTA PUBLIC SCHOO	HUTCHINSON EL	2	RD	WILLIS	24	50	2.083333333	1.6396359	0	5	0	1	2	3.5	4	5	0.914374058	1.381785	1.760541	F	4.1444275
ATLANTA PUBLIC SCHOO	HUTCHINSON EL	3	RD	MATHIS	16	49	3.0625	3.151058	0	13	0	1	2	4.5	5	13	1.172489269	1.8664211	2.572305	F	4.0505559
ATLANTA PUBLIC SCHOO	HUTCHINSON EL	3	RD	NEAL	14	51	3.642857143	5.838956	0	18	0	0	1	3	12	18	1.172489269	1.8664211	2.668955	F	4.9524034
ATLANTA PUBLIC SCHOO	HUTCHINSON EL	3	RD	STROZIER	15	79	5.266666667	3.9725247	1	13	1	2	4	7	13	13	1.172489269	1.8664211	2.618213	F	8.4957682
ATLANTA PUBLIC SCHOO	HUTCHINSON EL	3	MA	STROZIER	15	58	3.866666667	2.8751812	0	9	1	2	3	7	9	9	1.873920927	2.4330609	3.758562	F	3.172083
ATLANTA PUBLIC SCHOO	HUTCHINSON EL	4	RD	PATTERSON	23	47	2.043478261	2.3640924	0	11	0	0	2	3	3	5	0.994595544	1.6385729	2.019594	F	3.069906
ATLANTA PUBLIC SCHOO	HUTCHINSON EL	4	LA	PATTERSON	23	72	3.130434783	2.5460191	0	10	0	1	2	4	7	7	1.405105438	2.0332046	2.676963	F	4.0696293
ATLANTA PUBLIC SCHOO	HUTCHINSON EL	4	MA	PATTERSON	23	85	3.695652174	2.6532104	0	9	0	2	3	7	7	7	1.874440105	2.4446497	3.403674	F	3.5727925
ATLANTA PUBLIC SCHOO	HUTCHINSON EL	4	RD	SWEDARSKY	19	85	4.473684211	4.7301447	0	21	0	2	4	6	9	21	0.994595544	1.6385729	2.122339	F	9.2550022
ATLANTA PUBLIC SCHOO	HUTCHINSON EL	4	LA	SWEDARSKY	19	89	4.684210526	4.055896	0	14	0	1	3	9	10	14	1.405105438	2.0332046	2.804453	F	7.0299309
ATLANTA PUBLIC SCHOO	HUTCHINSON EL	4	MA	SWEDARSKY	19	116	6.105263158	3.3647641	1	13	1	4	6	9	10	13	1.874440105	2.4446497	3.556963	F	7.5437106
ATLANTA PUBLIC SCHOO	HUTCHINSON EL	5	RD	NGUYEN	23	259	11.26086957	5.1805352	3	19	5	7	11	17	18	18	1.136148015	1.8284998	2.279954	F	26.555354
ATLANTA PUBLIC SCHOO	HUTCHINSON EL	5	LA	NGUYEN	23	129	5.608695652	3.9742253	0	14	1	2	4	9	10	12	1.434674213	2.0406349	2.71118	F	9.8096448
ATLANTA PUBLIC SCHOO	HUTCHINSON EL	5	MA	NGUYEN	23	345	15	9.3029809	1	36	5	7	14	17	29	33	1.824890617	2.5360989	3.41133	F	24.914487
ATLANTA PUBLIC SCHOO	IMAGINE WESLE	1	MA	LANIER ERICA	21	70	3.333333333	2.4562845	0	8	0	2	3	4	7	8	1.74803401	2.0489466	3.089384	F	3.5456044
ATLANTA PUBLIC SCHOO	IMAGINE WESLE	2	RD	MUHAMMAD D	21	41	1.952380952	1.9098741	0	6	0	0	1	3	5	5	0.914374058	1.381785	1.818965	F	3.4424642

SystemName	SchoolName	Grade	Content	TeacherName	N_students	#_WTR	Mean_classro	Std_classrc	Min_	Max_	P10_	P25_	P50_	P75_	P90_	P95_	Mean_state	Std_state	crit_3SD	flag_3SD	Flag_Z
ATLANTA PUBLIC SCHOO	IMAGINE WESLE	3	MA	JAMES LOMACK	23	83	3.608695652	2.9347314	0	13	1	1	3	5	8	8	1.873920927	2.4330609	3.395906	F	3.4194324
ATLANTA PUBLIC SCHOO	JACKSON ELEME	2	MA	DEWBERRY	21	68	3.238095238	1.4800257	0	6	1	3	3	4	5	5	1.728771036	2.047211	3.068985	F	3.378544
ATLANTA PUBLIC SCHOO	JACKSON ELEME	2	LA	HESS	21	52	2.476190476	1.965173	0	7	0	1	2	4	5	6	1.319203885	1.7325901	2.45345	F	3.060146
ATLANTA PUBLIC SCHOO	JACKSON ELEME	2	LA	OFFEN	21	52	2.476190476	2.2498677	0	8	0	1	1	4	5	6	1.319203885	1.7325901	2.45345	F	3.060146
ATLANTA PUBLIC SCHOO	JACKSON ELEME	2	MA	OFFEN	21	81	3.857142857	2.9880715	0	10	1	2	3	6	8	10	1.728771036	2.047211	3.068985	F	4.7642501
ATLANTA PUBLIC SCHOO	KIMBERLY ELEM	1	LA	MOSLEY	14	53	3.785714286	3.8466483	0	14	0	1	2.5	5	9	14	1.603036826	1.9473378	3.164381	F	4.1938441
ATLANTA PUBLIC SCHOO	KIMBERLY ELEM	1	MA	SPEAR	14	68	4.857142857	4.2941309	0	14	1	2	4	5	14	14	1.74803401	2.0489466	3.390846	F	5.677659
ATLANTA PUBLIC SCHOO	KIMBERLY ELEM	2	RD	COLEMAN	14	29	2.071428571	1.7743595	0	6	0	0	2	3	4	6	0.914374058	1.381785	2.022267	F	3.1331225
ATLANTA PUBLIC SCHOO	KIMBERLY ELEM	2	MA	COLEMAN	14	57	4.071428571	3.0499505	0	9	0	2	3.5	6	9	9	1.728771036	2.047211	3.370191	F	4.2816407
ATLANTA PUBLIC SCHOO	KIMBERLY ELEM	3	RD	SAUNDERS	19	58	3.052631579	2.4146241	0	8	0	1	2	5	7	8	1.172489269	1.8664211	2.457048	F	4.3909439
ATLANTA PUBLIC SCHOO	KIMBERLY ELEM	3	LA	SAUNDERS	19	68	3.578947368	3.1325494	0	14	1	1	3	4	8	14	1.507762082	2.05317	2.920851	F	4.3971455
ATLANTA PUBLIC SCHOO	KIMBERLY ELEM	3	MA	SAUNDERS	19	84	4.421052632	3.9484989	0	16	0	1	4	6	11	16	1.873920927	2.4330609	3.548468	F	4.5632601
ATLANTA PUBLIC SCHOO	M A JONES ELE	1	MA	BAGLEY	14	56	4	2.7174649	0	9	0	3	3	6	8	9	1.74803401	2.0489466	3.390846	F	4.1123986
ATLANTA PUBLIC SCHOO	M A JONES ELE	1	RD	GALE	18	71	3.944444444	3.6213781	0	13	1	2	3	4	12	13	1.080588194	1.4903398	2.134418	F	8.1527132
ATLANTA PUBLIC SCHOO	M A JONES ELE	1	LA	GALE	18	76	4.222222222	2.9416993	0	11	0	3	4.5	6	7	11	1.603036826	1.9473378	2.980013	F	5.7063866
ATLANTA PUBLIC SCHOO	M A JONES ELE	1	MA	GALE	18	90	5	3.531372	0	13	1	3	4.5	6	11	13	1.74803401	2.0489466	3.196858	F	6.7336666
ATLANTA PUBLIC SCHOO	M A JONES ELE	1	RD	LOGAN	18	61	3.388888889	2.304443	0	8	0	1	3.5	5	6	8	1.080588194	1.4903398	2.134418	F	6.5711795
ATLANTA PUBLIC SCHOO	M A JONES ELE	1	LA	LOGAN	18	77	4.277777778	3.4437592	0	13	0	2	3.5	7	8	13	1.603036826	1.9473378	2.980013	F	5.8274248
ATLANTA PUBLIC SCHOO	M A JONES ELE	1	MA	LOGAN	18	114	6.333333333	4	2	14	3	3	4.5	9	14	14	1.74803401	2.0489466	3.196858	F	9.4945264
ATLANTA PUBLIC SCHOO	M A JONES ELE	1	RD	SMITH P	14	36	2.571428571	3.0562492	0	9	0	0	1.5	5	8	9	1.080588194	1.4903398	2.275518	F	3.7429141
ATLANTA PUBLIC SCHOO	M A JONES ELE	1	MA	VINES	18	58	3.222222222	2.4627951	0	9	1	2	2	4	7	9	1.74803401	2.0489466	3.196858	F	3.0525202
ATLANTA PUBLIC SCHOO	M A JONES ELE	3	RD	ROBERTS	20	54	2.7	2.0799798	0	7	0	1	2	4.5	5.5	6.5	1.172489269	1.8664211	2.424523	F	3.6600721
ATLANTA PUBLIC SCHOO	M A JONES ELE	3	RD	SMITH G	19	53	2.789473684	2.2004784	0	8	0	1	3	4	6	8	1.172489269	1.8664211	2.457048	F	3.7763566
ATLANTA PUBLIC SCHOO	M A JONES ELE	4	RD	EDIH	1	13	13		13	13	13	13	13	13	13	13	0.994595544	1.6385729	5.910314	F	7.3267441
ATLANTA PUBLIC SCHOO	M A JONES ELE	4	LA	EDIH	1	8	8		8	8	8	8	8	8	8	8	1.405105438	2.0332046	7.504719	F	3.2435962
ATLANTA PUBLIC SCHOO	M A JONES ELE	4	RD	TOWNSEND	15	48	3.2	3.9856887	0	13	0	0	1	6	9	13	0.994595544	1.6385729	2.263829	F	5.2127645
ATLANTA PUBLIC SCHOO	M A JONES ELE	5	RD	LOVE	18	52	2.888888889	2.0832353	0	8	1	1	2	4	6	8	1.136148015	1.8284998	2.429093	F	4.0668585
ATLANTA PUBLIC SCHOO	M A JONES ELE	5	LA	LOVE	18	61	3.388888889	2.6819415	0	10	0	2	3	6	6	10	1.434674213	2.0406349	2.877621	F	4.0629662
ATLANTA PUBLIC SCHOO	M A JONES ELE	5	MA	LOVE	18	102	5.666666667	7.0793818	0	27	0	1	2.5	8	16	27	1.824890617	2.5360989	3.618183	F	6.4269083
ATLANTA PUBLIC SCHOO	M A JONES ELE	5	LA	MOON	20	68	3.4	4.3334683	0	18	0	0	2	5	8	14	1.434674213	2.0406349	2.803574	F	4.3070929
ATLANTA PUBLIC SCHOO	MILES ELEMENT	1	LA	WILLIAMS	18	56	3.111111111	1.9967294	0	8	0	2	3	4	6	8	1.603036826	1.9473378	2.980013	F	3.2856227
ATLANTA PUBLIC SCHOO	MILES ELEMENT	1	MA	WILLIAMS	18	86	4.777777778	3.6550618	0	12	0	2	4	7	10	12	1.74803401	2.0489466	3.196858	F	6.2735233
ATLANTA PUBLIC SCHOO	MILES ELEMENT	2	RD	ETHERIDGE	20	42	2.1	1.3337719	0	6	1	1	2	3	3.5	5	0.914374058	1.381785	1.841304	F	3.8372689
ATLANTA PUBLIC SCHOO	MILES ELEMENT	2	LA	ETHERIDGE	20	64	3.2	1.8806494	0	7	0.5	2	3	4.5	5.5	6.5	1.319203885	1.7325901	2.481461	F	4.8546832
ATLANTA PUBLIC SCHOO	MILES ELEMENT	2	MA	WORMLEY	20	65	3.25	2.1734038	0	9	1	2	3	4.5	6	7.5	1.728771036	2.047211	3.102082	F	3.3231274
ATLANTA PUBLIC SCHOO	MILES ELEMENT	3	RD	DOUGLAS	19	102	5.368421053	2.4085617	2	11	3	3	5	7	9	11	1.172489269	1.8664211	2.457048	F	9.799312
ATLANTA PUBLIC SCHOO	MILES ELEMENT	3	LA	DOUGLAS	19	104	5.473684211	3.5958065	1	16	2	3	5	7	10	16	1.507762082	2.05317	2.920851	F	8.4196894
ATLANTA PUBLIC SCHOO	MILES ELEMENT	3	MA	DOUGLAS	19	119	6.263157895	4.5196129	0	14	0	3	5	9	14	14	1.873920927	2.4330609	3.548468	F	7.863445
ATLANTA PUBLIC SCHOO	MILES ELEMENT	3	RD	MCADOO	18	77	4.277777778	3.7855073	0	14	0	1	4	6	10	14	1.172489269	1.8664211	2.492248	F	7.0587626
ATLANTA PUBLIC SCHOO	MILES ELEMENT	3	LA	MCADOO	18	68	3.777777778	4.1946122	0	14	0	0	2	6	10	14	1.507762082	2.05317	2.959573	F	4.6907274
ATLANTA PUBLIC SCHOO	MILES ELEMENT	5	RD	DAVIS L	18	89	4.944444444	3.6697848	0	13	1	2	4.5	7	13	13	1.136148015	1.8284998	2.429093	F	8.8363333
ATLANTA PUBLIC SCHOO	MILES ELEMENT	5	LA	DAVIS L	18	84	4.666666667	3.2539569	1	12	1	1	5	7	10	12	1.434674213	2.0406349	2.877621	F	6.7195668
ATLANTA PUBLIC SCHOO	MILES ELEMENT	5	MA	DAVIS L	18	84	4.666666667	3.06786	0	9	0	2	5	8	8	9	1.824890617	2.5360989	3.618183	F	4.754008
ATLANTA PUBLIC SCHOO	MORNINGSIDE E	1	RD	BLISS	18	48	2.666666667	2.057983	0	7	0	1	2	4	7	7	1.080588194	1.4903398	2.134418	F	4.5151857
ATLANTA PUBLIC SCHOO	MORNINGSIDE E	2	MA	NOSSOKOFF	19	61	3.210526316	5.4526135	0	22	0	0	2	2	13	22	1.728771036	2.047211	3.137758	F	3.154937
ATLANTA PUBLIC SCHOO	MORNINGSIDE E	3	LA	HALL	17	53	3.117647059	2.5952445	0	10	0	1	2	4	7	10	1.507762082	2.05317	3.001663	F	3.2329158
ATLANTA PUBLIC SCHOO	MORNINGSIDE E	3	LA	HENRY	17	66	3.882352941	5.8724181	0	20	0	0	1	6	16	20	1.507762082	2.05317	3.001663	F	4.7685719
ATLANTA PUBLIC SCHOO	PARKSIDE ELEM	1	LA	CATCHINGS SHINT	16	63	3.9375	3.5677958	0	11	0	1	3	6.5	9	11	1.603036826	1.9473378	3.06354	F	4.7951889
ATLANTA PUBLIC SCHOO	PARKSIDE ELEM	1	MA	CATCHINGS SHINT	16	56	3.5	3.3466401	0	12	0	0.5	3	5.5	7	12	1.74803401	2.0489466	3.284744	F	3.4202277
ATLANTA PUBLIC SCHOO	PARKSIDE ELEM	1	MA	WYATT SELENA	16	76	4.75	3.7505555	1	14	2	2.5	3.5	5.5	13	14	1.74803401	2.0489466	3.284744	F	5.8605061
ATLANTA PUBLIC SCHOO	PARKSIDE ELEM	2	RD	JOHSON ELIZABET	18	50	2.777777778	2.9416993	0	12	0	1	2	4	6	12	0.914374058	1.381785	1.891444	F	5.7214058
ATLANTA PUBLIC SCHOO	PARKSIDE ELEM	2	LA	JOHSON ELIZABET	18	89	4.944444444	3.8113179	0	15	1	2	4	7	10	15	1.319203885	1.7325901	2.54433	F	8.8772257
ATLANTA PUBLIC SCHOO	PARKSIDE ELEM	2	MA	JOHSON ELIZABET	18	99	5.5	4.69355	0	17	0	2	4.5	8	15	17	1.728771036	2.047211	3.176368	F	7.8154962
ATLANTA PUBLIC SCHOO	PARKSIDE ELEM	2	RD	SHIPMAN TERANCE	19	49	2.578947368	1.8048019	0	7	1	1	2	4	5	7	0.914374058	1.381785	1.865384	F	5.2509668

SystemName	SchoolName	Grade	Content	TeacherName	N_students	#_WTR	Mean_classro	Std_classrc	Min_	Max_	P10_	P25_	P50_	P75_	P90_	P95_	Mean_state	Std_state	crit_3SD	flag_3SD	Flag_Z
ATLANTA PUBLIC SCHOO	PARKSIDE ELEM	2	LA	SHIPMAN TERANCE	19	59	3.105263158	2.6852423	0	11	0	1	3	4	6	11	1.319203885	1.7325901	2.511654	F	4.4934183
ATLANTA PUBLIC SCHOO	PARKSIDE ELEM	2	MA	SHIPMAN TERANCE	19	69	3.631578947	2.2412924	1	8	1	2	3	5	8	8	1.728771036	2.047211	3.137758	F	4.0514376
ATLANTA PUBLIC SCHOO	PARKSIDE ELEM	2	RD	SPARKS TAMARA	21	57	2.714285714	2.532644	0	10	0	1	2	4	5	7	0.914374058	1.381785	1.818965	F	5.9692584
ATLANTA PUBLIC SCHOO	PARKSIDE ELEM	2	LA	SPARKS TAMARA	21	103	4.904761905	4.3347983	0	17	0	2	5	7	10	11	1.319203885	1.7325901	2.45345	F	9.4835422
ATLANTA PUBLIC SCHOO	PARKSIDE ELEM	2	MA	SPARKS TAMARA	21	125	5.952380952	4.6741437	0	15	0	3	6	9	14	14	1.728771036	2.047211	3.068985	F	9.454332
ATLANTA PUBLIC SCHOO	PARKSIDE ELEM	3	RD	JOHNSON PELITA	22	98	4.454545455	5.7215322	0	25	0	1	3	6	11	11	1.172489269	1.8664211	2.366256	F	8.2479823
ATLANTA PUBLIC SCHOO	PARKSIDE ELEM	3	LA	JOHNSON PELITA	22	88	4	3.4086724	0	13	0	2	4	6	8	10	1.507762082	2.05317	2.820974	F	5.6934554
ATLANTA PUBLIC SCHOO	PARKSIDE ELEM	3	MA	JOHNSON PELITA	22	108	4.909090909	6.0230438	0	21	0	1	2.5	5	15	19	1.873920927	2.4330609	3.430112	F	5.851152
ATLANTA PUBLIC SCHOO	PARKSIDE ELEM	5	RD	JOHNSON TENE	23	54	2.347826087	4.744458	0	23	0	0	1	3	4	5	1.136148015	1.8284998	2.279954	F	3.1780173
ATLANTA PUBLIC SCHOO	PERKERSON ELE	1	RD	ALAMUTU	13	59	4.538461538	5.1577674	0	17	1	1	2	6	11	17	1.080588194	1.4903398	2.320626	F	8.3655684
ATLANTA PUBLIC SCHOO	PERKERSON ELE	1	LA	ALAMUTU	13	67	5.153846154	4.5064057	0	16	1	3	4	6	12	16	1.603036826	1.9473378	3.22332	F	6.5744243
ATLANTA PUBLIC SCHOO	PERKERSON ELE	1	MA	ALAMUTU	13	90	6.923076923	6.2910192	2	24	2	3	5	10	13	24	1.74803401	2.0489466	3.452861	F	9.1065734
ATLANTA PUBLIC SCHOO	PERKERSON ELE	1	RD	LEWIS	12	59	4.916666667	5.316498	0	17	1	1	2.5	7	13	17	1.080588194	1.4903398	2.37126	F	8.9164669
ATLANTA PUBLIC SCHOO	PERKERSON ELE	1	LA	LEWIS	12	78	6.5	4.4822884	2	14	2	3	5	9.5	14	14	1.603036826	1.9473378	3.289481	F	8.7111634
ATLANTA PUBLIC SCHOO	PERKERSON ELE	1	MA	LEWIS	12	82	6.833333333	4.7831776	0	16	1	3	7	9.5	13	16	1.74803401	2.0489466	3.522474	F	8.5975855
ATLANTA PUBLIC SCHOO	PERKERSON ELE	1	RD	MACK	13	47	3.615384615	2.7850333	0	7	1	1	3	7	7	7	1.080588194	1.4903398	2.320626	F	6.1323856
ATLANTA PUBLIC SCHOO	PERKERSON ELE	1	LA	MACK	13	56	4.307692308	3.3262746	0	12	0	3	3	6	8	12	1.603036826	1.9473378	3.22332	F	5.0077464
ATLANTA PUBLIC SCHOO	PERKERSON ELE	1	RD	PUCKETT	11	60	5.454545455	4.4578837	0	13	1	2	3	10	10	13	1.080588194	1.4903398	2.428651	F	9.7338707
ATLANTA PUBLIC SCHOO	PERKERSON ELE	1	LA	PUCKETT	11	76	6.909090909	6.315925	1	18	1	2	5	12	17	18	1.603036826	1.9473378	3.36447	F	9.0370506
ATLANTA PUBLIC SCHOO	PERKERSON ELE	1	MA	PUCKETT	11	98	8.909090909	5.9406152	1	21	2	4	10	12	15	21	1.74803401	2.0489466	3.601376	F	11.591585
ATLANTA PUBLIC SCHOO	PERKERSON ELE	2	RD	JEFFERSON	21	109	5.19047619	5.8704263	0	23	0	1	3	6	12	14	0.914374058	1.381785	1.818965	F	14.18134
ATLANTA PUBLIC SCHOO	PERKERSON ELE	2	LA	JEFFERSON	21	103	4.904761905	5.0190115	0	17	0	1	3	6	13	13	1.319203885	1.7325901	2.45345	F	9.4835422
ATLANTA PUBLIC SCHOO	PERKERSON ELE	2	MA	JEFFERSON	21	153	7.285714286	7.0579236	0	26	0	1	6	12	16	19	1.728771036	2.047211	3.068985	F	12.43893
ATLANTA PUBLIC SCHOO	PERKERSON ELE	2	RD	MATHIS	14	70	5	6.2017367	0	18	0	1	2	9	16	18	0.914374058	1.381785	2.022267	F	11.063236
ATLANTA PUBLIC SCHOO	PERKERSON ELE	2	LA	MATHIS	14	83	5.928571429	5.1659281	0	15	0	2	5	10	14	15	1.319203885	1.7325901	2.708366	F	9.9542728
ATLANTA PUBLIC SCHOO	PERKERSON ELE	2	MA	MATHIS	14	64	4.571428571	3.4354327	0	12	0	2	4	7	8	12	1.728771036	2.047211	3.370191	F	5.1954834
ATLANTA PUBLIC SCHOO	PERKERSON ELE	2	RD	WAY	21	97	4.619047619	3.7480153	0	11	1	2	3	7	11	11	0.914374058	1.381785	1.818965	F	12.286244
ATLANTA PUBLIC SCHOO	PERKERSON ELE	2	LA	WAY	21	83	3.952380952	3.338805	0	12	0	2	4	5	7	12	1.319203885	1.7325901	2.45345	F	6.9645633
ATLANTA PUBLIC SCHOO	PERKERSON ELE	2	MA	WAY	21	134	6.380952381	4.3066947	1	17	2	3	5	9	12	12	1.728771036	2.047211	3.068985	F	10.413667
ATLANTA PUBLIC SCHOO	PERKERSON ELE	3	RD	EDWARDS	2	18	9	12.727922	0	18	0	0	9	18	18	18	1.172489269	1.8664211	5.131766	F	5.9310152
ATLANTA PUBLIC SCHOO	PERKERSON ELE	3	RD	HOLLOWAY	13	98	7.538461538	5.501748	0	18	1	4	6	10	17	18	1.172489269	1.8664211	2.725445	F	12.297782
ATLANTA PUBLIC SCHOO	PERKERSON ELE	3	MA	HOLLOWAY	13	61	4.692307692	6.0330287	0	19	0	1	2	6	15	19	1.873920927	2.4330609	3.89835	F	4.1765654
ATLANTA PUBLIC SCHOO	PERKERSON ELE	3	RD	JEMISON	13	76	5.846153846	3.9125046	0	13	0	4	6	9	10	13	1.172489269	1.8664211	2.725445	F	9.0285828
ATLANTA PUBLIC SCHOO	PERKERSON ELE	3	LA	JEMISON	13	66	5.076923077	5.5446902	0	17	0	1	3	9	13	17	1.507762082	2.05317	3.216103	F	6.2677678
ATLANTA PUBLIC SCHOO	PERKERSON ELE	3	MA	JEMISON	13	84	6.461538462	8.4223451	0	23	0	0	1	9	19	23	1.873920927	2.4330609	3.89835	F	6.7983873
ATLANTA PUBLIC SCHOO	PERKERSON ELE	3	RD	MUWANDI	14	86	6.142857143	2.3157369	3	11	3	5	5.5	7	10	11	1.172489269	1.8664211	2.668955	F	9.9642111
ATLANTA PUBLIC SCHOO	PERKERSON ELE	3	LA	MUWANDI	14	82	5.857142857	4.1110946	0	13	1	2	5.5	8	12	13	1.507762082	2.05317	3.15396	F	7.9262275
ATLANTA PUBLIC SCHOO	PERKERSON ELE	3	MA	MUWANDI	14	94	6.714285714	4.4622963	1	15	1	2	7	10	13	15	1.873920927	2.4330609	3.82471	F	7.4437046
ATLANTA PUBLIC SCHOO	PERKERSON ELE	3	RD	SHORTER	14	158	11.28571429	8.0806376	0	28	2	5	10	16	21	28	1.172489269	1.8664211	2.668955	F	20.274215
ATLANTA PUBLIC SCHOO	PERKERSON ELE	3	LA	SHORTER	14	148	10.57142857	7.1866788	1	22	2	4	10	16	22	22	1.507762082	2.05317	3.15396	F	16.517451
ATLANTA PUBLIC SCHOO	PERKERSON ELE	3	MA	SHORTER	14	197	14.07142857	8.5975335	1	30	3	9	14	19	26	30	1.873920927	2.4330609	3.82471	F	18.75781
ATLANTA PUBLIC SCHOO	PERKERSON ELE	4	RD	BLAKE	18	131	7.277777778	4.2813626	0	15	1	5	6	10	14	15	0.994595544	1.6385729	2.153242	F	16.268598
ATLANTA PUBLIC SCHOO	PERKERSON ELE	4	RD	BUTLER	17	142	8.352941176	3.9677005	2	17	4	5	8	11	14	17	0.994595544	1.6385729	2.186832	F	18.515646
ATLANTA PUBLIC SCHOO	PERKERSON ELE	4	RD	TANNER	17	153	9	5.1599419	1	17	1	5	11	13	15	17	0.994595544	1.6385729	2.186832	F	20.143826
ATLANTA PUBLIC SCHOO	PERKERSON ELE	5	RD	D WILLIAMS	16	140	8.75	3.4928498	3	17	3	6.5	9	11	12	17	1.136148015	1.8284998	2.507523	F	16.655954
ATLANTA PUBLIC SCHOO	PERKERSON ELE	5	MA	D WILLIAMS	16	146	9.125	6.302116	1	21	2	4	8	14	20	21	1.824890617	2.5360989	3.726965	F	11.513919
ATLANTA PUBLIC SCHOO	PERKERSON ELE	5	RD	DAVIS	15	104	6.933333333	5.0634075	0	17	2	4	5	8	16	17	1.136148015	1.8284998	2.552498	F	12.279139
ATLANTA PUBLIC SCHOO	PERKERSON ELE	5	MA	DAVIS	15	139	9.266666667	5.573748	3	20	4	4	7	15	19	20	1.824890617	2.5360989	3.789344	F	11.364649
ATLANTA PUBLIC SCHOO	PERKERSON ELE	5	RD	DEAS	5	48	9.6	5.9413803	0	15	0	8	12	13	15	15	1.136148015	1.8284998	3.589338	F	10.350424
ATLANTA PUBLIC SCHOO	PERKERSON ELE	5	MA	DEAS	5	60	12	8.8317609	0	24	0	10	10	16	24	24	1.824890617	2.5360989	5.227424	F	8.971352
ATLANTA PUBLIC SCHOO	PERKERSON ELE	5	RD	P WILLIAMS	16	152	9.5	2.4494897	6	13	6	7	10	12	12	13	1.136148015	1.8284998	2.507523	F	18.296643
ATLANTA PUBLIC SCHOO	PERKERSON ELE	5	MA	P WILLIAMS	16	142	8.875	5.8295226	1	18	2	4	8.5	14	18	18	1.824890617	2.5360989	3.726965	F	11.119612
ATLANTA PUBLIC SCHOO	PERKERSON ELE	5	RD	THOMAS	5	63	12.6	3.2863353	9	17	9	11	11	15	17	17	1.136148015	1.8284998	3.589338	F	14.019117
ATLANTA PUBLIC SCHOO	PERKERSON ELE	5	MA	THOMAS	5	66	13.2	7.2594766	2	21	2	12	13	18	21	21	1.824890617	2.5360989	5.227424	F	10.029387

SystemName	SchoolName	Grade	Content	TeacherName	N_students	#_WTR	Mean_classro	Std_classrc	Min_	Max_	P10_	P25_	P50_	P75_	P90_	P95_	Mean_state	Std_state	crit_3SD	flag_3SD	Flag_Z
ATLANTA PUBLIC SCHOO	PERKERSON ELE	5	RD	TOOKES	1	21	21		21	21	21	21	21	21	21	21	1.136148015	1.8284998	6.621647	F	10.86347
ATLANTA PUBLIC SCHOO	PERKERSON ELE	5	LA	TOOKES	1	9	9		9	9	9	9	9	9	9	9	1.434674213	2.0406349	7.556579	F	3.7073392
ATLANTA PUBLIC SCHOO	PERKERSON ELE	5	MA	TOOKES	1	13	13		13	13	13	13	13	13	13	13	1.824890617	2.5360989	9.433187	F	4.406417
ATLANTA PUBLIC SCHOO	PEYTON FOREST	1	RD	FULLER	19	65	3.421052632	2.5235731	0	9	0	2	3	5	7	9	1.080588194	1.4903398	2.10631	F	6.8453166
ATLANTA PUBLIC SCHOO	PEYTON FOREST	1	LA	FULLER	19	96	5.052631579	5.5424993	0	21	0	2	3	5	18	21	1.603036826	1.9473378	2.943287	F	7.7215338
ATLANTA PUBLIC SCHOO	PEYTON FOREST	1	MA	FULLER	19	80	4.210526316	4.2239916	0	18	0	1	3	5	11	18	1.74803401	2.0489466	3.158216	F	5.23867
ATLANTA PUBLIC SCHOO	PEYTON FOREST	1	RD	MANNING	19	110	5.789473684	3.5835883	0	14	1	3	7	8	11	14	1.080588194	1.4903398	2.10631	F	13.7724
ATLANTA PUBLIC SCHOO	PEYTON FOREST	1	LA	MANNING	19	113	5.947368421	2.6971937	2	11	3	4	5	8	10	11	1.603036826	1.9473378	2.943287	F	9.7243027
ATLANTA PUBLIC SCHOO	PEYTON FOREST	1	MA	MANNING	19	144	7.578947368	4.0731613	1	15	1	3	8	11	12	15	1.74803401	2.0489466	3.158216	F	12.4046
ATLANTA PUBLIC SCHOO	PEYTON FOREST	1	RD	MCCRAE JACKSON	19	55	2.894736842	1.9406396	0	7	0	2	2	4	6	7	1.080588194	1.4903398	2.10631	F	5.3059648
ATLANTA PUBLIC SCHOO	PEYTON FOREST	1	LA	MCCRAE JACKSON	19	90	4.736842105	3.347339	0	12	0	2	4	7	10	12	1.603036826	1.9473378	2.943287	F	7.0146743
ATLANTA PUBLIC SCHOO	PEYTON FOREST	1	MA	MCCRAE JACKSON	19	94	4.947368421	2.9716005	0	9	0	2	5	8	9	9	1.74803401	2.0489466	3.158216	F	6.8062171
ATLANTA PUBLIC SCHOO	PEYTON FOREST	1	RD	MERRITT	14	56	4	2.1838569	1	8	1	2	4	5	7	8	1.080588194	1.4903398	2.275518	F	7.3294953
ATLANTA PUBLIC SCHOO	PEYTON FOREST	1	LA	MERRITT	14	73	5.214285714	2.722515	2	10	2	3	4.5	8	10	10	1.603036826	1.9473378	3.164381	F	6.9387324
ATLANTA PUBLIC SCHOO	PEYTON FOREST	1	MA	MERRITT	14	75	5.357142857	3.2958515	1	11	1	2	5.5	7	11	11	1.74803401	2.0489466	3.390846	F	6.5907275
ATLANTA PUBLIC SCHOO	PEYTON FOREST	1	RD	WILEY	18	55	3.055555556	2.484593	0	7	0	1	2.5	5	7	7	1.080588194	1.4903398	2.134418	F	5.6222593
ATLANTA PUBLIC SCHOO	PEYTON FOREST	1	LA	WILEY	18	80	4.444444444	3.8074574	0	16	0	2	3.5	6	8	16	1.603036826	1.9473378	2.980013	F	6.1905394
ATLANTA PUBLIC SCHOO	PEYTON FOREST	1	MA	WILEY	18	126	7	4.9348699	1	20	2	3	6	9	14	20	1.74803401	2.0489466	3.196858	F	10.874956
ATLANTA PUBLIC SCHOO	PEYTON FOREST	2	RD	BICKHAM	19	109	5.736842105	6.2435932	0	20	0	1	3	11	16	20	0.914374058	1.381785	1.865384	F	15.212679
ATLANTA PUBLIC SCHOO	PEYTON FOREST	2	LA	BICKHAM	19	144	7.578947368	7.8337999	0	24	0	1	4	15	20	24	1.319203885	1.7325901	2.511654	F	15.748439
ATLANTA PUBLIC SCHOO	PEYTON FOREST	2	MA	BICKHAM	19	234	12.31578947	10.072254	0	33	1	4	9	19	32	33	1.728771036	2.047211	3.137758	F	22.541763
ATLANTA PUBLIC SCHOO	PEYTON FOREST	2	LA	CAGLE	18	57	3.166666667	2.2816403	0	9	1	2	3	4	7	9	1.319203885	1.7325901	2.54433	F	4.5239327
ATLANTA PUBLIC SCHOO	PEYTON FOREST	2	RD	HERARD	18	52	2.888888889	2.4944383	0	11	1	1	2	4	5	11	0.914374058	1.381785	1.891444	F	6.062562
ATLANTA PUBLIC SCHOO	PEYTON FOREST	2	LA	HERARD	18	108	6	3.6622076	0	12	0	3	6.5	9	11	12	1.319203885	1.7325901	2.54433	F	11.461994
ATLANTA PUBLIC SCHOO	PEYTON FOREST	2	MA	HERARD	18	102	5.666666667	3.3781304	1	13	1	3	5.5	8	11	13	1.728771036	2.047211	3.176368	F	8.1608962
ATLANTA PUBLIC SCHOO	PEYTON FOREST	2	RD	LAWSHEA	18	87	4.833333333	5.4691649	0	23	0	1	3.5	6	11	23	0.914374058	1.381785	1.891444	F	12.032796
ATLANTA PUBLIC SCHOO	PEYTON FOREST	2	LA	LAWSHEA	18	148	8.222222222	7.4876805	0	23	0	2	5	13	21	23	1.319203885	1.7325901	2.54433	F	16.90361
ATLANTA PUBLIC SCHOO	PEYTON FOREST	2	MA	LAWSHEA	18	158	8.777777778	6.0639296	1	22	3	5	7	10	19	22	1.728771036	2.047211	3.176368	F	14.608364
ATLANTA PUBLIC SCHOO	PEYTON FOREST	3	RD	COLLIER	18	75	4.166666667	3.650141	1	16	1	2	3	5	8	16	1.172489269	1.8664211	2.492248	F	6.8061912
ATLANTA PUBLIC SCHOO	PEYTON FOREST	3	LA	COLLIER	18	121	6.722222222	4.9681995	1	19	1	4	6	9	17	19	1.507762082	2.05317	2.959573	F	10.775085
ATLANTA PUBLIC SCHOO	PEYTON FOREST	3	MA	COLLIER	19	78	4.105263158	3.0348849	0	12	1	2	3	6	9	12	1.873920927	2.4330609	3.548468	F	3.9975141
ATLANTA PUBLIC SCHOO	PEYTON FOREST	3	RD	HARRIS	19	85	4.473684211	6.4409145	0	25	0	0	3	5	18	25	1.172489269	1.8664211	2.457048	F	7.7097153
ATLANTA PUBLIC SCHOO	PEYTON FOREST	3	LA	HARRIS	19	93	4.894736842	3.9706526	0	15	0	2	5	7	11	15	1.507762082	2.05317	2.920851	F	7.1905787
ATLANTA PUBLIC SCHOO	PEYTON FOREST	3	MA	HARRIS	19	95	5	6.046119	0	23	0	1	3	8	16	23	1.873920927	2.4330609	3.548468	F	5.6004611
ATLANTA PUBLIC SCHOO	PEYTON FOREST	3	LA	JAMES	19	147	7.736842105	5.70421	0	16	0	1	7	13	15	16	1.507762082	2.05317	2.920851	F	13.224394
ATLANTA PUBLIC SCHOO	PEYTON FOREST	3	RD	WALKER	19	122	6.421052632	5.0367074	0	15	1	2	5	12	15	15	1.172489269	1.8664211	2.457048	F	12.257661
ATLANTA PUBLIC SCHOO	PEYTON FOREST	3	LA	WALKER	19	160	8.421052632	6.1220529	0	20	0	2	8	15	17	20	1.507762082	2.05317	2.920851	F	14.67698
ATLANTA PUBLIC SCHOO	PEYTON FOREST	3	MA	WALKER	19	129	6.789473684	5.3911342	1	22	2	4	5	8	17	22	1.873920927	2.4330609	3.548468	F	8.8063549
ATLANTA PUBLIC SCHOO	PEYTON FOREST	3	RD	WOODS	19	110	5.789473684	4.0080329	1	16	2	2	5	9	12	16	1.172489269	1.8664211	2.457048	F	10.782652
ATLANTA PUBLIC SCHOO	PEYTON FOREST	3	LA	WOODS	19	116	6.105263158	5.3634021	0	15	1	2	3	12	15	15	1.507762082	2.05317	2.920851	F	9.7605373
ATLANTA PUBLIC SCHOO	PEYTON FOREST	3	MA	WOODS	19	125	6.578947368	3.5949933	0	11	1	3	7	10	11	11	1.873920927	2.4330609	3.548468	F	8.4291909
ATLANTA PUBLIC SCHOO	PEYTON FOREST	4	RD	BATTLE	18	185	10.27777778	6.6580827	2	25	3	5	8.5	14	23	25	0.994595544	1.6385729	2.153242	F	24.036286
ATLANTA PUBLIC SCHOO	PEYTON FOREST	4	LA	BATTLE	18	155	8.611111111	9.1338987	1	41	1	3	6.5	10	17	41	1.405105438	2.0332046	2.842798	F	15.036604
ATLANTA PUBLIC SCHOO	PEYTON FOREST	4	MA	BATTLE	18	159	8.833333333	5.020546	1	20	2	6	7.5	11	17	20	1.874440105	2.4446497	3.603069	F	12.07702
ATLANTA PUBLIC SCHOO	PEYTON FOREST	4	RD	CAMPBELL	16	48	3	1.9663842	1	8	1	1.5	3	3.5	6	8	0.994595544	1.6385729	2.223525	F	4.8954903
ATLANTA PUBLIC SCHOO	PEYTON FOREST	4	LA	CAMPBELL	16	97	6.0625	5.5192844	0	18	1	1	4	9.5	15	18	1.405105438	2.0332046	2.930009	F	9.1626679
ATLANTA PUBLIC SCHOO	PEYTON FOREST	4	MA	CAMPBELL	16	108	6.75	5.7329457	1	21	2	3	4.5	9	17	21	1.874440105	2.4446497	3.707927	F	7.977519
ATLANTA PUBLIC SCHOO	PEYTON FOREST	4	RD	WACKERMAN	17	124	7.294117647	4.727112	0	17	3	3	6	10	14	17	0.994595544	1.6385729	2.186832	F	15.851351
ATLANTA PUBLIC SCHOO	PEYTON FOREST	4	LA	WACKERMAN	17	222	13.05882353	6.5332858	2	23	2	9	14	18	20	23	1.405105438	2.0332046	2.884479	F	23.632403
ATLANTA PUBLIC SCHOO	PEYTON FOREST	4	MA	WACKERMAN	17	266	15.64705882	10.451921	1	44	3	9	14	21	28	44	1.874440105	2.4446497	3.653184	F	23.22867
ATLANTA PUBLIC SCHOO	PEYTON FOREST	4	RD	WEAVER	16	97	6.0625	5.458556	2	21	2	2	4	7	14	21	0.994595544	1.6385729	2.223525	F	12.371508
ATLANTA PUBLIC SCHOO	PEYTON FOREST	4	LA	WEAVER	16	124	7.75	6.223611	1	19	1	2.5	5.5	14	17	19	1.405105438	2.0332046	2.930009	F	12.48255
ATLANTA PUBLIC SCHOO	PEYTON FOREST	4	MA	WEAVER	16	220	13.75	9.2700234	4	37	4	8	12	15	33	37	1.874440105	2.4446497	3.707927	F	19.431103
ATLANTA PUBLIC SCHOO	PEYTON FOREST	5	RD	BROWN	15	104	6.933333333	3.0347197	2	14	3	5	8	8	9	14	1.136148015	1.8284998	2.552498	F	12.279139

SystemName	SchoolName	Grade	Content	TeacherName	N_students	#_WTR	Mean_classro	Std_classrc	Min_	Max_	P10_	P25_	P50_	P75_	P90_	P95_	Mean_state	Std_state	crit_3SD	flag_3SD	Flag_Z
ATLANTA PUBLIC SCHOO	PEYTON FOREST	5	LA	BROWN	15	189	12.6	5.0962171	5	28	9	10	11	14	17	28	1.434674213	2.0406349	3.015343	F	21.191013
ATLANTA PUBLIC SCHOO	PEYTON FOREST	5	MA	BROWN	15	187	12.46666667	6.266312	4	24	5	9	10	17	24	24	1.824890617	2.5360989	3.789344	F	16.251504
ATLANTA PUBLIC SCHOO	PEYTON FOREST	5	RD	MORRIS	15	232	15.46666667	5.6298524	8	29	9	10	15	18	23	29	1.136148015	1.8284998	2.552498	F	30.353769
ATLANTA PUBLIC SCHOO	PEYTON FOREST	5	LA	MORRIS	15	130	8.666666667	6.078847	1	25	2	3	8	12	13	25	1.434674213	2.0406349	3.015343	F	13.725819
ATLANTA PUBLIC SCHOO	PEYTON FOREST	5	MA	MORRIS	15	64	4.266666667	2.0862361	2	9	2	2	4	5	7	9	1.824890617	2.5360989	3.789344	F	3.7289389
ATLANTA PUBLIC SCHOO	PEYTON FOREST	5	RD	PASCHAL	15	261	17.4	7.11939	3	24	8	8	21	23	24	24	1.136148015	1.8284998	2.552498	F	34.448803
ATLANTA PUBLIC SCHOO	PEYTON FOREST	5	LA	PASCHAL	15	105	7	5.4902511	0	20	0	3	7	10	14	20	1.434674213	2.0406349	3.015343	F	10.562602
ATLANTA PUBLIC SCHOO	PEYTON FOREST	5	MA	PASCHAL	15	132	8.8	4.3948021	0	16	1	6	9	12	13	16	1.824890617	2.5360989	3.789344	F	10.651983
ATLANTA PUBLIC SCHOO	PEYTON FOREST	5	RD	PATTERSON	15	141	9.4	7.2091212	2	32	3	5	8	11	15	32	1.136148015	1.8284998	2.552498	F	17.503837
ATLANTA PUBLIC SCHOO	PEYTON FOREST	5	LA	PATTERSON	15	103	6.866666667	5.0123657	1	18	2	2	7	9	14	18	1.434674213	2.0406349	3.015343	F	10.309544
ATLANTA PUBLIC SCHOO	PEYTON FOREST	5	MA	PATTERSON	15	125	8.333333333	5.6146068	0	22	3	4	7	11	15	22	1.824890617	2.5360989	3.789344	F	9.9393166
ATLANTA PUBLIC SCHOO	SCOTT ELEMENT	1	LA	A BLACK	17	66	3.882352941	2.6665135	0	7	0	1	5	6	7	7	1.603036826	1.9473378	3.019933	F	4.8260045
ATLANTA PUBLIC SCHOO	SCOTT ELEMENT	1	RD	D NARCISSE	16	38	2.375	3.8449101	0	16	0	1	1	2	5	16	1.080588194	1.4903398	2.198343	F	3.4741387
ATLANTA PUBLIC SCHOO	SCOTT ELEMENT	1	LA	Y SMITH	17	89	5.235294118	3.3824808	0	12	1	3	5	7	11	12	1.603036826	1.9473378	3.019933	F	7.6905919
ATLANTA PUBLIC SCHOO	SCOTT ELEMENT	1	MA	Y SMITH	17	81	4.764705882	2.6346113	0	10	2	3	5	6	9	10	1.74803401	2.0489466	3.238862	F	6.0704641
ATLANTA PUBLIC SCHOO	SCOTT ELEMENT	2	LA	B DORSEY	18	75	4.166666667	3.8233032	0	14	0	1	3.5	6	10	14	1.319203885	1.7325901	2.54433	F	6.97266
ATLANTA PUBLIC SCHOO	SCOTT ELEMENT	2	MA	B DORSEY	18	165	9.166666667	4.7927642	2	17	2	4	9	14	15	17	1.728771036	2.047211	3.176368	F	15.414297
ATLANTA PUBLIC SCHOO	SCOTT ELEMENT	2	RD	E GREEN	1	13	13		13	13	13	13	13	13	13	13	0.914374058	1.381785	5.059729	F	8.746387
ATLANTA PUBLIC SCHOO	SCOTT ELEMENT	2	LA	E GREEN	1	12	12		12	12	12	12	12	12	12	12	1.319203885	1.7325901	6.516974	F	6.1646412
ATLANTA PUBLIC SCHOO	SCOTT ELEMENT	2	MA	E GREEN	1	12	12		12	12	12	12	12	12	12	12	1.728771036	2.047211	7.870404	F	5.0171815
ATLANTA PUBLIC SCHOO	SCOTT ELEMENT	2	RD	J HARRIS	18	55	3.055555556	3.019003	0	10	0	1	2	5	8	10	0.914374058	1.381785	1.891444	F	6.5742963
ATLANTA PUBLIC SCHOO	SCOTT ELEMENT	2	LA	J HARRIS	18	109	6.055555556	4.9285748	0	19	0	2	6	8	14	19	1.319203885	1.7325901	2.54433	F	11.598034
ATLANTA PUBLIC SCHOO	SCOTT ELEMENT	2	MA	J HARRIS	18	175	9.722222222	5.6025788	2	21	2	6	8.5	13	20	21	1.728771036	2.047211	3.176368	F	16.565631
ATLANTA PUBLIC SCHOO	SCOTT ELEMENT	2	RD	K WORLDS	18	83	4.611111111	4.7791076	0	15	0	1	3.5	9	12	15	0.914374058	1.381785	1.891444	F	11.350483
ATLANTA PUBLIC SCHOO	SCOTT ELEMENT	2	LA	K WORLDS	18	141	7.833333333	4.4885475	0	15	1	4	7.5	10	15	15	1.319203885	1.7325901	2.54433	F	15.951327
ATLANTA PUBLIC SCHOO	SCOTT ELEMENT	2	MA	K WORLDS	18	150	8.333333333	5.0874702	0	17	2	5	9	11	16	17	1.728771036	2.047211	3.176368	F	13.687297
ATLANTA PUBLIC SCHOO	SCOTT ELEMENT	3	RD	A GONGLEFSKI	17	176	10.35294118	7.5576218	1	24	1	3	11	14	22	24	1.172489269	1.8664211	2.53051	F	20.280511
ATLANTA PUBLIC SCHOO	SCOTT ELEMENT	3	LA	A GONGLEFSKI	17	80	4.705882353	4.4548387	0	12	0	1	4	9	11	12	1.507762082	2.05317	3.001663	F	6.4223555
ATLANTA PUBLIC SCHOO	SCOTT ELEMENT	3	MA	A GONGLEFSKI	17	183	10.76470588	7.4877351	0	22	1	2	13	17	19	22	1.873920927	2.4330609	3.644233	F	15.066473
ATLANTA PUBLIC SCHOO	SCOTT ELEMENT	3	RD	A RUCKER	18	175	9.722222222	6.6403894	0	24	0	6	9.5	13	21	24	1.172489269	1.8664211	2.492248	F	19.434759
ATLANTA PUBLIC SCHOO	SCOTT ELEMENT	3	LA	A RUCKER	18	113	6.277777778	4.4032816	0	14	0	4	5.5	10	14	14	1.507762082	2.05317	2.959573	F	9.8566911
ATLANTA PUBLIC SCHOO	SCOTT ELEMENT	3	MA	A RUCKER	18	204	11.33333333	7.3883852	0	21	0	5	13	17	21	21	1.873920927	2.4330609	3.594355	F	16.494814
ATLANTA PUBLIC SCHOO	SCOTT ELEMENT	3	RD	E QUACKENBUSH	18	152	8.444444444	6.6085704	0	19	0	3	9	14	19	19	1.172489269	1.8664211	2.492248	F	16.530189
ATLANTA PUBLIC SCHOO	SCOTT ELEMENT	3	LA	E QUACKENBUSH	18	111	6.166666667	5.3605311	0	16	0	1	6	10	13	16	1.507762082	2.05317	2.959573	F	9.6270927
ATLANTA PUBLIC SCHOO	SCOTT ELEMENT	3	MA	E QUACKENBUSH	18	218	12.11111111	7.3154863	0	26	2	8	12	17	22	26	1.873920927	2.4330609	3.594355	F	17.851062
ATLANTA PUBLIC SCHOO	SCOTT ELEMENT	3	RD	W HINES	18	143	7.944444444	5.1503538	1	19	2	4	7	11	17	19	1.172489269	1.8664211	2.492248	F	15.393618
ATLANTA PUBLIC SCHOO	SCOTT ELEMENT	3	LA	W HINES	18	105	5.833333333	4.0329525	0	14	0	3	5	10	12	14	1.507762082	2.05317	2.959573	F	8.9382976
ATLANTA PUBLIC SCHOO	SCOTT ELEMENT	3	MA	W HINES	18	171	9.5	6.4920766	1	24	2	4	9	14	19	24	1.873920927	2.4330609	3.594355	F	13.297946
ATLANTA PUBLIC SCHOO	SCOTT ELEMENT	4	RD	C MCNABB	14	85	6.071428571	4.0471127	1	13	1	3	5.5	9	12	13	0.994595544	1.6385729	2.308377	F	11.592874
ATLANTA PUBLIC SCHOO	SCOTT ELEMENT	4	LA	C MCNABB	14	117	8.357142857	5.812548	0	20	1	5	8.5	12	16	20	1.405105438	2.0332046	3.035296	F	12.793667
ATLANTA PUBLIC SCHOO	SCOTT ELEMENT	4	MA	C MCNABB	14	113	8.071428571	6.0696507	0	21	1	4	7	12	18	21	1.874440105	2.4446497	3.83452	F	9.4847975
ATLANTA PUBLIC SCHOO	SCOTT ELEMENT	4	RD	K HARVEY	14	106	7.571428571	7.2399988	0	22	0	1	7	13	18	22	0.994595544	1.6385729	2.308377	F	15.018102
ATLANTA PUBLIC SCHOO	SCOTT ELEMENT	4	LA	K HARVEY	14	145	10.35714286	8.2425457	0	29	0	3	10	13	21	29	1.405105438	2.0332046	3.035296	F	16.474219
ATLANTA PUBLIC SCHOO	SCOTT ELEMENT	4	MA	K HARVEY	14	181	12.92857143	8.6776839	0	29	0	6	13	18	22	29	1.874440105	2.4446497	3.83452	F	16.918895
ATLANTA PUBLIC SCHOO	SCOTT ELEMENT	4	RD	K YOUNG	13	107	8.230769231	3.3204881	3	14	4	6	8	10	13	14	0.994595544	1.6385729	2.357971	F	15.922633
ATLANTA PUBLIC SCHOO	SCOTT ELEMENT	4	LA	K YOUNG	13	114	8.769230769	6.8938843	1	28	3	4	9	11	13	28	1.405105438	2.0332046	3.096834	F	13.059056
ATLANTA PUBLIC SCHOO	SCOTT ELEMENT	4	MA	K YOUNG	13	172	13.23076923	9.6363361	0	29	1	4	14	19	25	29	1.874440105	2.4446497	3.908512	F	16.749159
ATLANTA PUBLIC SCHOO	SCOTT ELEMENT	4	RD	S CARTER	16	118	7.375	6.0978138	0	20	0	0.5	8.5	12	14	20	0.994595544	1.6385729	2.223525	F	15.575515
ATLANTA PUBLIC SCHOO	SCOTT ELEMENT	4	LA	S CARTER	16	136	8.5	7.8230429	0	26	0	2	8	14	20	26	1.405105438	2.0332046	2.930009	F	13.958054
ATLANTA PUBLIC SCHOO	SCOTT ELEMENT	4	MA	S CARTER	16	184	11.5	7.6681158	0	27	1	5.5	11	16	22	27	1.874440105	2.4446497	3.707927	F	15.749594
ATLANTA PUBLIC SCHOO	SCOTT ELEMENT	5	RD	A GRAVES	21	147	7	8.2945765	0	26	0	1	3	13	17	24	1.136148015	1.8284998	2.333182	F	14.695952
ATLANTA PUBLIC SCHOO	SCOTT ELEMENT	5	LA	A GRAVES	21	79	3.761904762	3.3601304	0	15	0	2	3	5	6	8	1.434674213	2.0406349	2.770583	F	5.2261725
ATLANTA PUBLIC SCHOO	SCOTT ELEMENT	5	MA	A GRAVES	21	212	10.0952381	10.917439	0	31	0	1	2	18	28	30	1.824890617	2.5360989	3.485157	F	14.944012
ATLANTA PUBLIC SCHOO	SCOTT ELEMENT	5	RD	A LAMORTE	7	43	6.142857143	6.229729	1	17	1	1	3	12	17	17	1.136148015	1.8284998	3.209472	F	7.2444676

SystemName	SchoolName	Grade	Content	TeacherName	N_students	#_WTR	Mean_classro	Std_classrc	Min_	Max_	P10_	P25_	P50_	P75_	P90_	P95_	Mean_state	Std_state	crit_3SD	flag_3SD	Flag_Z
ATLANTA PUBLIC SCHOO	SCOTT ELEMENT	5	LA	A LAMORTE	7	38	5.428571429	6.8521807	0	17	0	0	2	13	17	17	1.434674213	2.0406349	3.748537	F	5.1782211
ATLANTA PUBLIC SCHOO	SCOTT ELEMENT	5	MA	A LAMORTE	7	47	6.714285714	8.3808171	1	24	1	1	3	11	24	24	1.824890617	2.5360989	4.700557	F	5.1007961
ATLANTA PUBLIC SCHOO	SCOTT ELEMENT	5	RD	D JOHNSON	21	159	7.571428571	7.2634112	0	20	0	1	6	12	20	20	1.136148015	1.8284998	2.333182	F	16.128064
ATLANTA PUBLIC SCHOO	SCOTT ELEMENT	5	LA	D JOHNSON	21	108	5.142857143	6.7696803	0	26	0	0	2	8	14	15	1.434674213	2.0406349	2.770583	F	8.3273244
ATLANTA PUBLIC SCHOO	SCOTT ELEMENT	5	MA	D JOHNSON	21	202	9.619047619	8.4111604	0	30	0	1	10	16	18	20	1.824890617	2.5360989	3.485157	F	14.083565
ATLANTA PUBLIC SCHOO	SCOTT ELEMENT	5	RD	S SANTIAGUE	20	162	8.1	9.4194647	0	29	0.5	1.5	2.5	13	25	29	1.136148015	1.8284998	2.362743	F	17.032156
ATLANTA PUBLIC SCHOO	SCOTT ELEMENT	5	LA	S SANTIAGUE	20	150	7.5	9.2821277	0	31	1	1	3	13	24	30	1.434674213	2.0406349	2.803574	F	13.292413
ATLANTA PUBLIC SCHOO	SCOTT ELEMENT	5	MA	S SANTIAGUE	20	200	10	9.2962924	0	29	0	1.5	9	17	25	28	1.824890617	2.5360989	3.526158	F	14.41592
ATLANTA PUBLIC SCHOO	SLATER ELEMEN	1	LA	GRESHAM	22	66	3	3.007926	0	10	0	1	2	4	9	9	1.603036826	1.9473378	2.848558	F	3.364767
ATLANTA PUBLIC SCHOO	SLATER ELEMEN	1	RD	LYNUM	22	45	2.045454545	1.8892496	0	6	0	1	2	3	5	6	1.080588194	1.4903398	2.033813	F	3.0366392
ATLANTA PUBLIC SCHOO	SLATER ELEMEN	1	MA	LYNUM	22	68	3.090909091	2.2658771	0	10	1	1	3	4	5	7	1.74803401	2.0489466	3.058545	F	3.0740881
ATLANTA PUBLIC SCHOO	SLATER ELEMEN	1	RD	WALKER	21	61	2.904761905	2.9309514	0	10	0	1	2	4	8	9	1.080588194	1.4903398	2.056245	F	5.6090658
ATLANTA PUBLIC SCHOO	SLATER ELEMEN	1	LA	WALKER	21	153	7.285714286	4.451324	0	17	3	4	7	10	13	15	1.603036826	1.9473378	2.877869	F	13.372769
ATLANTA PUBLIC SCHOO	SLATER ELEMEN	1	MA	WALKER	21	223	10.61904762	4.5329482	0	19	7	8	11	13	14	17	1.74803401	2.0489466	3.089384	F	19.840484
ATLANTA PUBLIC SCHOO	SLATER ELEMEN	2	RD	GRAHAM	21	119	5.666666667	3.4253954	1	12	2	3	5	8	10	11	0.914374058	1.381785	1.818965	F	15.760586
ATLANTA PUBLIC SCHOO	SLATER ELEMEN	2	LA	GRAHAM	21	162	7.714285714	4.291187	2	16	4	5	6	12	14	16	1.319203885	1.7325901	2.45345	F	16.91453
ATLANTA PUBLIC SCHOO	SLATER ELEMEN	2	MA	GRAHAM	21	192	9.142857143	5.3036376	1	19	3	5	9	11	17	18	1.728771036	2.047211	3.068985	F	16.596048
ATLANTA PUBLIC SCHOO	SLATER ELEMEN	2	RD	NOLAN	22	68	3.090909091	2.3075258	0	7	0	1	3	5	6	7	0.914374058	1.381785	1.798167	F	7.3881643
ATLANTA PUBLIC SCHOO	SLATER ELEMEN	2	LA	NOLAN	22	71	3.227272727	2.3488968	0	8	1	1	3	5	6	8	1.319203885	1.7325901	2.427372	F	5.1654666
ATLANTA PUBLIC SCHOO	SLATER ELEMEN	2	MA	NOLAN	22	118	5.363636364	3.2447093	0	12	1	3	5.5	8	9	10	1.728771036	2.047211	3.038172	F	8.32793
ATLANTA PUBLIC SCHOO	SLATER ELEMEN	2	MA	ST ARRE	21	102	4.857142857	2.8334734	1	11	2	3	4	6	10	10	1.728771036	2.047211	3.068985	F	7.0026983
ATLANTA PUBLIC SCHOO	SLATER ELEMEN	2	LA	UMUNAKWE	20	73	3.65	3.0482955	0	12	1	1.5	2.5	5.5	7.5	10	1.319203885	1.7325901	2.481461	F	6.0162166
ATLANTA PUBLIC SCHOO	SLATER ELEMEN	2	MA	UMUNAKWE	20	113	5.65	3.6313692	0	13	0.5	3.5	5.5	8	11	13	1.728771036	2.047211	3.102082	F	8.5659316
ATLANTA PUBLIC SCHOO	SLATER ELEMEN	3	LA	AUSMORE	17	54	3.176470588	2.3514701	1	8	1	1	2	4	8	8	1.507762082	2.05317	3.001663	F	3.3510432
ATLANTA PUBLIC SCHOO	SLATER ELEMEN	3	MA	AUSMORE	17	69	4.058823529	2.0757706	1	9	1	3	4	5	7	9	1.873920927	2.4330609	3.644233	F	3.7025724
ATLANTA PUBLIC SCHOO	SLATER ELEMEN	3	RD	COLEMAN	18	61	3.388888889	3.4833873	0	11	0	1	2	6	10	11	1.172489269	1.8664211	2.492248	F	5.0381917
ATLANTA PUBLIC SCHOO	SLATER ELEMEN	3	RD	TAYLOR	16	132	8.25	8.1281404	0	21	0	2	5	18	21	21	1.172489269	1.8664211	2.572305	F	15.16809
ATLANTA PUBLIC SCHOO	SLATER ELEMEN	3	LA	TAYLOR	16	74	4.625	3.9979161	0	13	1	1.5	3	7	12	13	1.507762082	2.05317	3.04764	F	6.0730244
ATLANTA PUBLIC SCHOO	SLATER ELEMEN	3	MA	TAYLOR	16	72	4.5	3.0550505	0	11	0	3	4	6	9	11	1.873920927	2.4330609	3.698717	F	4.3173257
ATLANTA PUBLIC SCHOO	SLATER ELEMEN	3	RD	WINSTON	17	174	10.23529412	4.9057289	2	19	3	7	10	14	16	19	1.172489269	1.8664211	2.53051	F	20.020617
ATLANTA PUBLIC SCHOO	SLATER ELEMEN	3	LA	WINSTON	17	52	3.058823529	1.6382379	0	7	1	2	3	4	5	7	1.507762082	2.05317	3.001663	F	3.1147884
ATLANTA PUBLIC SCHOO	SLATER ELEMEN	4	RD	BLACKMON	19	50	2.631578947	2.2412924	0	9	0	1	2	3	6	9	0.994595544	1.6385729	2.122339	F	4.3546705
ATLANTA PUBLIC SCHOO	SLATER ELEMEN	4	LA	BLACKMON	19	65	3.421052632	2.5235731	0	10	1	2	3	4	8	10	1.405105438	2.0332046	2.804453	F	4.3219016
ATLANTA PUBLIC SCHOO	SLATER ELEMEN	4	RD	GRANT	21	110	5.238095238	4.7106768	0	17	0	1	6	8	10	13	0.994595544	1.6385729	2.067293	F	11.867741
ATLANTA PUBLIC SCHOO	SLATER ELEMEN	4	LA	GRANT	21	204	9.714285714	8.6956475	0	29	0	3	8	13	21	29	1.405105438	2.0332046	2.73615	F	18.7278
ATLANTA PUBLIC SCHOO	SLATER ELEMEN	4	MA	GRANT	21	307	14.61904762	8.6398854	2	27	4	6	17	20	27	27	1.874440105	2.4446497	3.474839	F	23.890183
ATLANTA PUBLIC SCHOO	SLATER ELEMEN	4	RD	HICKS	19	246	12.94736842	6.7369106	1	21	2	5	14	19	20	21	0.994595544	1.6385729	2.122339	F	31.796528
ATLANTA PUBLIC SCHOO	SLATER ELEMEN	5	RD	JONES	19	50	2.631578947	2.4991227	0	7	0	1	2	5	7	7	1.136148015	1.8284998	2.394608	F	3.5649074
ATLANTA PUBLIC SCHOO	SMITH ELEMENT	3	LA	ELLIS	18	54	3	3.6782349	0	14	0	1	1.5	4	9	14	1.507762082	2.05317	2.959573	F	3.0835387
ATLANTA PUBLIC SCHOO	THOMASVILLE H	1	RD	BEAUFORT	12	47	3.916666667	4.6015478	0	17	0	1.5	2.5	4.5	7	17	1.080588194	1.4903398	2.37126	F	6.5920966
ATLANTA PUBLIC SCHOO	THOMASVILLE H	1	LA	BEAUFORT	12	104	8.666666667	5.104959	2	18	3	4	8	14	14	18	1.603036826	1.9473378	3.289481	F	12.565427
ATLANTA PUBLIC SCHOO	THOMASVILLE H	1	MA	BEAUFORT	12	77	6.416666667	3.0289012	2	14	4	5	5.5	7.5	9	14	1.74803401	2.0489466	3.522474	F	7.8931378
ATLANTA PUBLIC SCHOO	THOMASVILLE H	1	RD	COHEN	11	43	3.909090909	2.6250541	0	8	1	1	4	6	7	8	1.080588194	1.4903398	2.428651	F	6.2945928
ATLANTA PUBLIC SCHOO	THOMASVILLE H	1	LA	COHEN	11	56	5.090909091	3.7001228	0	12	0	3	4	7	9	12	1.603036826	1.9473378	3.36447	F	5.940399
ATLANTA PUBLIC SCHOO	THOMASVILLE H	1	MA	COHEN	11	54	4.909090909	2.8793939	0	11	2	4	4	7	7	11	1.74803401	2.0489466	3.601376	F	5.116795
ATLANTA PUBLIC SCHOO	THOMASVILLE H	1	MA	MCKEITHEN P	17	71	4.176470588	3.2061522	0	11	0	2	3	6	9	11	1.74803401	2.0489466	3.238862	F	4.8867552
ATLANTA PUBLIC SCHOO	THOMASVILLE H	1	MA	NICKOLICH	13	47	3.615384615	2.0631069	1	8	1	2	4	5	5	8	1.74803401	2.0489466	3.452861	F	3.285995
ATLANTA PUBLIC SCHOO	THOMASVILLE H	1	LA	OLIVER	11	47	4.272727273	2.8316394	1	10	2	2	4	7	7	10	1.603036826	1.9473378	3.36447	F	4.5469057
ATLANTA PUBLIC SCHOO	THOMASVILLE H	2	RD	DALIDE K	15	42	2.8	1.7808505	1	7	1	1	3	3	6	7	0.914374058	1.381785	1.9847	F	5.2851913
ATLANTA PUBLIC SCHOO	THOMASVILLE H	2	LA	DALIDE K	15	56	3.733333333	2.9872746	0	10	1	2	3	6	10	10	1.319203885	1.7325901	2.661262	F	5.3964774
ATLANTA PUBLIC SCHOO	THOMASVILLE H	2	MA	DALIDE K	15	60	4	2.4784788	0	11	2	3	3	5	6	11	1.728771036	2.047211	3.314534	F	4.2967882
ATLANTA PUBLIC SCHOO	THOMASVILLE H	2	RD	SWAIN P	18	68	3.777777778	2.1297764	0	8	1	2	4	5	7	8	0.914374058	1.381785	1.891444	F	8.7918117
ATLANTA PUBLIC SCHOO	THOMASVILLE H	2	LA	SWAIN P	18	99	5.5	5.3275091	1	22	1	2	4.5	6	15	22	1.319203885	1.7325901	2.54433	F	10.23763
ATLANTA PUBLIC SCHOO	THOMASVILLE H	2	MA	SWAIN P	18	84	4.666666667	2.4970571	1	9	1	3	4	7	9	9	1.728771036	2.047211	3.176368	F	6.0884959

SystemName	SchoolName	Grade	Content	TeacherName	N_students	#_WTR	Mean_classro	Std_classrc	Min_	Max_	P10_	P25_	P50_	P75_	P90_	P95_	Mean_state	Std_state	crit_3SD	flag_3SD	Flag_Z
ATLANTA PUBLIC SCHOO	THOMASVILLE H	2	RD	SYLVIA WALLER	16	47	2.9375	2.2647664	0	7	0	0.5	3.5	5	5	7	0.914374058	1.381785	1.950713	F	5.856558
ATLANTA PUBLIC SCHOO	THOMASVILLE H	2	LA	SYLVIA WALLER	16	76	4.75	2.1447611	0	8	2	3.5	5	6	8	8	1.319203885	1.7325901	2.618646	F	7.9206182
ATLANTA PUBLIC SCHOO	THOMASVILLE H	2	MA	SYLVIA WALLER	16	102	6.375	4.1613299	2	19	3	3.5	5.5	7.5	11	19	1.728771036	2.047211	3.264179	F	9.0781635
ATLANTA PUBLIC SCHOO	THOMASVILLE H	3	RD	HUBBARD	19	101	5.315789474	2.7295224	0	10	2	4	5	7	10	10	1.172489269	1.8664211	2.457048	F	9.6763946
ATLANTA PUBLIC SCHOO	THOMASVILLE H	3	LA	HUBBARD	19	89	4.684210526	2.4506832	1	9	2	2	5	6	9	9	1.507762082	2.05317	2.920851	F	6.7436294
ATLANTA PUBLIC SCHOO	THOMASVILLE H	3	MA	HUBBARD	19	86	4.526315789	2.7359423	0	11	1	2	4	6	9	11	1.873920927	2.4330609	3.548468	F	4.7518421
ATLANTA PUBLIC SCHOO	THOMASVILLE H	4	RD	BROWN	14	33	2.357142857	1.7368027	0	6	0	1	2	4	4	6	0.994595544	1.6385729	2.308377	F	3.1113569
ATLANTA PUBLIC SCHOO	THOMASVILLE H	4	RD	SAVAGE	4	38	9.5	6.7577116	0	16	0	5.5	11	14	16	16	0.994595544	1.6385729	3.452455	F	10.381478
ATLANTA PUBLIC SCHOO	THOMASVILLE H	4	MA	SAVAGE	4	60	15	10.033278	0	21	0	9.5	20	21	21	21	1.874440105	2.4446497	5.541415	F	10.738193
ATLANTA PUBLIC SCHOO	THOMASVILLE H	5	RD	BIDULESCU	5	58	11.6	5.2249402	3	17	3	12	12	14	17	17	1.136148015	1.8284998	3.589338	F	12.79622
ATLANTA PUBLIC SCHOO	THOMASVILLE H	5	LA	BIDULESCU	5	74	14.8	10.473777	3	29	3	6	18	18	29	29	1.434674213	2.0406349	4.172473	F	14.645333
ATLANTA PUBLIC SCHOO	THOMASVILLE H	5	MA	BIDULESCU	5	27	5.4	9.8893883	0	23	0	0	2	2	23	23	1.824890617	2.5360989	5.227424	F	3.1521592
ATLANTA PUBLIC SCHOO	THOMASVILLE H	5	RD	DAY	12	41	3.416666667	3.5791907	0	12	0	1	2	6	6	12	1.136148015	1.8284998	2.719675	F	4.3204536
ATLANTA PUBLIC SCHOO	THOMASVILLE H	5	MA	DAY	12	71	5.916666667	4.1000739	1	14	2	3	5	7.5	13	14	1.824890617	2.5360989	4.021217	F	5.589028
ATLANTA PUBLIC SCHOO	THOMASVILLE H	5	RD	FORRER	15	80	5.333333333	3.1773004	0	10	1	3	5	8	10	10	1.136148015	1.8284998	2.552498	F	8.8901455
ATLANTA PUBLIC SCHOO	THOMASVILLE H	5	LA	FORRER	15	71	4.733333333	2.6583203	1	12	1	3	4	6	7	12	1.434674213	2.0406349	3.015343	F	6.2606259
ATLANTA PUBLIC SCHOO	THOMASVILLE H	5	MA	FORRER	15	139	9.266666667	4.3665394	1	17	1	8	9	12	14	17	1.824890617	2.5360989	3.789344	F	11.364649
ATLANTA PUBLIC SCHOO	THOMASVILLE H	5	LA	THOMASVILLE	1	9	9		9	9	9	9	9	9	9	9	1.434674213	2.0406349	7.556579	F	3.7073392
ATLANTA PUBLIC SCHOO	THOMASVILLE H	5	MA	THOMASVILLE	1	16	16		16	16	16	16	16	16	16	16	1.824890617	2.5360989	9.433187	F	5.5893361
ATLANTA PUBLIC SCHOO	TOOMER ELEMEN	1	LA	BROWN	15	53	3.533333333	2.6149752	0	9	1	2	3	6	7	9	1.603036826	1.9473378	3.111438	F	3.8390905
ATLANTA PUBLIC SCHOO	TOOMER ELEMEN	2	RD	CRAWFORD	10	30	3	2.2110832	0	7	0	1	3	4	6	7	0.914374058	1.381785	2.22525	F	4.7730498
ATLANTA PUBLIC SCHOO	TOOMER ELEMEN	2	LA	CRAWFORD	10	48	4.8	2.6583203	1	10	2	3	4	7	8.5	10	1.319203885	1.7325901	2.962883	F	6.3530572
ATLANTA PUBLIC SCHOO	TOOMER ELEMEN	2	MA	CRAWFORD	10	58	5.8	3.2591751	0	12	1	5	6	7	10	12	1.728771036	2.047211	3.670926	F	6.2887297
ATLANTA PUBLIC SCHOO	TOOMER ELEMEN	2	RD	HARDAWAY	10	44	4.4	3.4058773	1	11	1	2	3.5	6	10	11	0.914374058	1.381785	2.22525	F	7.9770134
ATLANTA PUBLIC SCHOO	TOOMER ELEMEN	2	LA	HARDAWAY	10	45	4.5	2.321398	1	8	1.5	3	4	6	8	8	1.319203885	1.7325901	2.962883	F	5.8055051
ATLANTA PUBLIC SCHOO	TOOMER ELEMEN	2	MA	HARDAWAY	10	54	5.4	3.0983867	0	10	0.5	3	6.5	7	8.5	10	1.728771036	2.047211	3.670926	F	5.6708593
ATLANTA PUBLIC SCHOO	TOOMER ELEMEN	5	RD	STIFFEND	16	125	7.8125	3.4874776	2	15	3	5.5	7.5	10	12	15	1.136148015	1.8284998	2.507523	F	14.605092
ATLANTA PUBLIC SCHOO	TOOMER ELEMEN	5	MA	STIFFEND	16	70	4.375	3.8965797	0	12	0	1.5	3	7.5	12	12	1.824890617	2.5360989	3.726965	F	4.0220976
ATLANTA PUBLIC SCHOO	TOWNS ELEMENT	1	RD	DYKES K	17	87	5.117647059	3.351909	0	11	1	3	4	7	11	11	1.080588194	1.4903398	2.16497	F	11.168741
ATLANTA PUBLIC SCHOO	TOWNS ELEMENT	1	LA	DYKES K	17	88	5.176470588	3.3954988	1	12	2	2	4	7	11	12	1.603036826	1.9473378	3.019933	F	7.5660446
ATLANTA PUBLIC SCHOO	TOWNS ELEMENT	1	MA	DYKES K	17	72	4.235294118	2.3592746	0	9	1	2	5	5	7	9	1.74803401	2.0489466	3.238862	F	5.0051261
ATLANTA PUBLIC SCHOO	TOWNS ELEMENT	2	RD	FOSTER P	16	46	2.875	2.4186773	0	8	0	1	2.5	3.5	8	8	0.914374058	1.381785	1.950713	F	5.6756326
ATLANTA PUBLIC SCHOO	TOWNS ELEMENT	2	LA	FOSTER P	16	64	4	2.6331224	1	11	1	2	4	5	7	11	1.319203885	1.7325901	2.618646	F	6.1891065
ATLANTA PUBLIC SCHOO	TOWNS ELEMENT	2	MA	FOSTER P	16	74	4.625	2.8254793	0	11	1	2.5	4.5	6	9	11	1.728771036	2.047211	3.264179	F	5.6588774
ATLANTA PUBLIC SCHOO	TOWNS ELEMENT	2	MA	NERO J	16	59	3.6875	2.9825884	0	10	0	1	3.5	5.5	8	10	1.728771036	2.047211	3.264179	F	3.827117
ATLANTA PUBLIC SCHOO	TOWNS ELEMENT	2	RD	WADDEL	13	35	2.692307692	2.1750332	0	6	0	1	3	4	6	6	0.914374058	1.381785	2.064089	F	4.6392392
ATLANTA PUBLIC SCHOO	TOWNS ELEMENT	2	LA	WADDEL	13	72	5.538461538	3.7774635	0	12	1	3	5	7	11	12	1.319203885	1.7325901	2.760806	F	8.7803515
ATLANTA PUBLIC SCHOO	TOWNS ELEMENT	2	MA	WADDEL	13	85	6.538461538	5.5769673	0	15	1	2	5	12	15	15	1.728771036	2.047211	3.432154	F	8.4708347
ATLANTA PUBLIC SCHOO	TOWNS ELEMENT	3	RD	CORBETT L	15	56	3.733333333	2.8652267	1	12	1	2	3	5	6	12	1.172489269	1.8664211	2.618213	F	5.3139704
ATLANTA PUBLIC SCHOO	TOWNS ELEMENT	3	LA	CORBETT L	15	77	5.133333333	3.3988794	0	10	0	3	7	8	9	10	1.507762082	2.05317	3.098141	F	6.8390717
ATLANTA PUBLIC SCHOO	TOWNS ELEMENT	3	MA	CORBETT L	15	139	9.266666667	7.6947725	0	22	0	1	11	16	17	22	1.873920927	2.4330609	3.758562	F	11.767885
ATLANTA PUBLIC SCHOO	TOWNS ELEMENT	3	RD	FARMER A	15	79	5.266666667	5.3514573	0	15	0	1	3	11	13	15	1.172489269	1.8664211	2.618213	F	8.4957682
ATLANTA PUBLIC SCHOO	TOWNS ELEMENT	3	LA	FARMER A	15	55	3.666666667	2.7429563	0	9	0	2	3	5	8	9	1.507762082	2.05317	3.098141	F	4.072435
ATLANTA PUBLIC SCHOO	TOWNS ELEMENT	3	MA	FARMER A	15	99	6.6	7.0488094	0	26	0	1	5	9	16	26	1.873920927	2.4330609	3.758562	F	7.5230446
ATLANTA PUBLIC SCHOO	TOWNS ELEMENT	3	RD	NASH T	16	71	4.4375	3.0977142	0	10	0	2	4.5	6	9	10	1.172489269	1.8664211	2.572305	F	6.9973721
ATLANTA PUBLIC SCHOO	TOWNS ELEMENT	3	LA	NASH T	16	62	3.875	3.5	0	15	0	2	3.5	5	6	15	1.507762082	2.05317	3.04764	F	4.6118692
ATLANTA PUBLIC SCHOO	TOWNS ELEMENT	3	MA	NASH T	16	124	7.75	5.2345009	0	19	2	3	7	12	14	19	1.873920927	2.4330609	3.698717	F	9.6603897
ATLANTA PUBLIC SCHOO	TOWNS ELEMENT	3	RD	TROFORT D	12	57	4.75	4.2879323	0	14	0	1.5	4	6.5	11	14	1.172489269	1.8664211	2.788857	F	6.6399061
ATLANTA PUBLIC SCHOO	TOWNS ELEMENT	3	MA	TROFORT D	12	57	4.75	5.6266412	0	16	0	0.5	3	7	15	16	1.873920927	2.4330609	3.981013	F	4.0948544
ATLANTA PUBLIC SCHOO	TOWNS ELEMENT	4	MA	GILBERT C	13	75	5.769230769	3.5859412	2	14	2	3	5	7	10	14	1.874440105	2.4446497	3.908512	F	5.744327
ATLANTA PUBLIC SCHOO	TOWNS ELEMENT	4	RD	GREEN B	13	35	2.692307692	2.8689317	0	11	0	1	2	3	4	11	0.994595544	1.6385729	2.357971	F	3.7356825
ATLANTA PUBLIC SCHOO	TOWNS ELEMENT	4	MA	GREEN B	13	117	9	7.1180522	0	22	0	3	9	12	18	22	1.874440105	2.4446497	3.908512	F	10.509306
ATLANTA PUBLIC SCHOO	TOWNS ELEMENT	4	RD	WEAKS G	13	86	6.615384615	3.9483849	2	16	3	4	5	8	11	16	0.994595544	1.6385729	2.357971	F	12.368106
ATLANTA PUBLIC SCHOO	TOWNS ELEMENT	4	LA	WEAKS G	13	71	5.461538462	4.5573272	1	18	2	3	4	7	10	18	1.405105438	2.0332046	3.096834	F	7.1934116

SystemName	SchoolName	Grade	Content	TeacherName	N_students	#_WTR	Mean_classro	Std_classrc	Min_	Max_	P10_	P25_	P50_	P75_	P90_	P95_	Mean_state	Std_state	crit_3SD	flag_3SD	Flag_Z
ATLANTA PUBLIC SCHOO	TOWNS ELEMENT	4	MA	WEAKS G	13	59	4.538461538	3.6197464	0	10	0	2	5	8	9	10	1.874440105	2.4446497	3.908512	F	3.929097
ATLANTA PUBLIC SCHOO	TOWNS ELEMENT	4	RD	WOOTEN D	15	88	5.866666667	3.3777987	0	13	2	4	5	8	11	13	0.994595544	1.6385729	2.263829	F	11.515783
ATLANTA PUBLIC SCHOO	TOWNS ELEMENT	4	LA	WOOTEN D	15	140	9.333333333	4.2201332	4	20	4	7	9	11	15	20	1.405105438	2.0332046	2.980019	F	15.102216
ATLANTA PUBLIC SCHOO	TOWNS ELEMENT	4	MA	WOOTEN D	15	181	12.06666667	7.0959412	1	23	2	6	12	20	22	23	1.874440105	2.4446497	3.768058	F	16.147231
ATLANTA PUBLIC SCHOO	TOWNS ELEMENT	5	RD	BURSON D	18	119	6.611111111	3.8215933	0	15	1	5	7	9	12	15	1.136148015	1.8284998	2.429093	F	12.703475
ATLANTA PUBLIC SCHOO	TOWNS ELEMENT	5	LA	BURSON D	18	115	6.388888889	4.354023	0	16	0	4	6	9	13	16	1.434674213	2.0406349	2.877621	F	10.300202
ATLANTA PUBLIC SCHOO	TOWNS ELEMENT	5	MA	BURSON D	18	182	10.11111111	7.4902987	0	30	0	6	8	14	19	30	1.824890617	2.5360989	3.618183	F	13.862021
ATLANTA PUBLIC SCHOO	TOWNS ELEMENT	5	RD	MORRISON	17	108	6.352941176	4.2122022	0	13	0	3	8	9	12	13	1.136148015	1.8284998	2.466577	F	11.763408
ATLANTA PUBLIC SCHOO	TOWNS ELEMENT	5	LA	MORRISON	17	124	7.294117647	6.0803444	0	19	0	2	7	11	16	19	1.434674213	2.0406349	2.919454	F	11.839013
ATLANTA PUBLIC SCHOO	TOWNS ELEMENT	5	MA	MORRISON	17	134	7.882352941	4.8203002	0	16	0	5	8	11	16	16	1.824890617	2.5360989	3.670174	F	9.8480215
ATLANTA PUBLIC SCHOO	TOWNS ELEMENT	5	RD	STEWARD	15	89	5.933333333	4.7579507	0	15	0	1	5	10	13	15	1.136148015	1.8284998	2.552498	F	10.161018
ATLANTA PUBLIC SCHOO	TOWNS ELEMENT	5	LA	STEWARD	15	67	4.466666667	4.0331956	0	12	0	1	3	8	11	12	1.434674213	2.0406349	3.015343	F	5.7545111
ATLANTA PUBLIC SCHOO	TOWNS ELEMENT	5	MA	STEWARD	15	184	12.26666667	8.0575312	0	27	0	6	13	19	20	27	1.824890617	2.5360989	3.789344	F	15.946075
ATLANTA PUBLIC SCHOO	TOWNS ELEMENT	5	RD	THOMAS C	18	119	6.611111111	4.1887649	0	15	0	4	7	10	13	15	1.136148015	1.8284998	2.429093	F	12.703475
ATLANTA PUBLIC SCHOO	TOWNS ELEMENT	5	LA	THOMAS C	18	91	5.055555556	5.023149	0	20	0	1	5	7	10	20	1.434674213	2.0406349	2.877621	F	7.5280975
ATLANTA PUBLIC SCHOO	TOWNS ELEMENT	5	MA	THOMAS C	18	151	8.388888889	6.2978884	1	21	1	2	8	12	19	21	1.824890617	2.5360989	3.618183	F	10.980915
ATLANTA PUBLIC SCHOO	UNIVERSITY CO	1	MA	BROWN TORRI	16	56	3.5	2.8982753	0	10	0	1.5	3	4	9	10	1.74803401	2.0489466	3.284744	F	3.4202277
ATLANTA PUBLIC SCHOO	UNIVERSITY CO	1	LA	NEVETT WANDA	17	92	5.411764706	3.4106235	1	13	2	3	5	6	13	13	1.603036826	1.9473378	3.019933	F	8.0642337
ATLANTA PUBLIC SCHOO	UNIVERSITY CO	1	MA	NEVETT WANDA	17	147	8.647058824	5.453682	2	18	2	5	7	12	18	18	1.74803401	2.0489466	3.238862	F	13.882943
ATLANTA PUBLIC SCHOO	UNIVERSITY CO	2	LA	SANDERS CAROLYN	16	44	2.75	1.4832397	1	5	1	1.5	2.5	4	5	5	1.319203885	1.7325901	2.618646	F	3.3032537
ATLANTA PUBLIC SCHOO	UNIVERSITY CO	5	MA	LUCAS KIMBERLY	17	165	9.705882353	6.2326229	0	24	1	6	10	13	18	24	1.824890617	2.5360989	3.670174	F	12.812655
ATLANTA PUBLIC SCHOO	USHER ELEMENT	1	RD	BROOKS	18	133	7.388888889	4.38096	2	18	2	5	6.5	10	14	18	1.080588194	1.4903398	2.134418	F	17.958222
ATLANTA PUBLIC SCHOO	USHER ELEMENT	1	LA	BROOKS	18	151	8.388888889	4.1322105	0	14	2	5	8.5	12	13	14	1.603036826	1.9473378	2.980013	F	14.784251
ATLANTA PUBLIC SCHOO	USHER ELEMENT	1	MA	BROOKS	18	173	9.611111111	4.5521668	2	17	3	7	10	13	15	17	1.74803401	2.0489466	3.196858	F	16.28164
ATLANTA PUBLIC SCHOO	USHER ELEMENT	1	RD	HOLLAND	17	74	4.352941176	3.408467	0	12	1	2	4	7	9	12	1.080588194	1.4903398	2.16497	F	9.0531413
ATLANTA PUBLIC SCHOO	USHER ELEMENT	1	LA	HOLLAND	17	100	5.882352941	3.2573446	1	13	1	4	5	8	10	13	1.603036826	1.9473378	3.019933	F	9.0606119
ATLANTA PUBLIC SCHOO	USHER ELEMENT	1	MA	HOLLAND	17	86	5.058823529	2.4614678	1	9	2	4	5	7	9	9	1.74803401	2.0489466	3.238862	F	6.6623185
ATLANTA PUBLIC SCHOO	USHER ELEMENT	1	RD	SOYINKA	17	85	5	2.3979158	2	9	2	3	5	6	9	9	1.080588194	1.4903398	2.16497	F	10.843265
ATLANTA PUBLIC SCHOO	USHER ELEMENT	1	LA	SOYINKA	17	149	8.764705882	2.7048432	3	14	6	7	9	10	12	14	1.603036826	1.9473378	3.019933	F	15.163429
ATLANTA PUBLIC SCHOO	USHER ELEMENT	1	MA	SOYINKA	17	138	8.117647059	3.6551736	2	14	2	5	8	11	13	14	1.74803401	2.0489466	3.238862	F	12.817605
ATLANTA PUBLIC SCHOO	USHER ELEMENT	2	RD	ZACHERY	24	43	1.791666667	1.6145848	0	6	0	0.5	1.5	3	4	4	0.914374058	1.381785	1.760541	F	3.1103527
ATLANTA PUBLIC SCHOO	USHER ELEMENT	2	MA	ZACHERY	24	119	4.958333333	4.0052049	0	16	1	1.5	5	7	10	12	1.728771036	2.047211	2.982427	F	7.7283483
ATLANTA PUBLIC SCHOO	USHER ELEMENT	3	RD	BURNEY WATSON	21	237	11.28571429	6.1979259	0	26	6	8	10	14	19	20	1.172489269	1.8664211	2.394349	F	24.830741
ATLANTA PUBLIC SCHOO	USHER ELEMENT	3	LA	BURNEY WATSON	21	108	5.142857143	6.1748337	0	27	1	1	3	7	11	12	1.507762082	2.05317	2.851877	F	8.1133555
ATLANTA PUBLIC SCHOO	USHER ELEMENT	3	MA	BURNEY WATSON	21	170	8.095238095	8.2030772	0	27	1	1	4	14	18	21	1.873920927	2.4330609	3.466733	F	11.717609
ATLANTA PUBLIC SCHOO	USHER ELEMENT	3	RD	LOVETT	21	253	12.04761905	6.9676121	0	30	3	7	13	15	17	22	1.172489269	1.8664211	2.394349	F	26.701426
ATLANTA PUBLIC SCHOO	USHER ELEMENT	3	LA	LOVETT	21	118	5.619047619	8.7491496	0	30	0	1	2	6	13	30	1.507762082	2.05317	2.851877	F	9.1761895
ATLANTA PUBLIC SCHOO	USHER ELEMENT	3	MA	LOVETT	21	151	7.19047619	8.4830363	0	30	0	1	4	9	16	26	1.873920927	2.4330609	3.466733	F	10.013525
ATLANTA PUBLIC SCHOO	USHER ELEMENT	3	RD	SANDERS	20	211	10.55	8.2364722	0	25	0.5	3.5	9.5	17	23	25	1.172489269	1.8664211	2.424523	F	22.469476
ATLANTA PUBLIC SCHOO	USHER ELEMENT	3	LA	SANDERS	20	160	8	8.1369851	0	24	0.5	2	3	15	22	24	1.507762082	2.05317	2.88507	F	14.141143
ATLANTA PUBLIC SCHOO	USHER ELEMENT	3	MA	SANDERS	20	277	13.85	9.8423093	1	33	1	5	15	20	29	32	1.873920927	2.4330609	3.506068	F	22.01287
ATLANTA PUBLIC SCHOO	USHER ELEMENT	3	RD	SMITH	22	310	14.09090909	6.8654351	4	34	7	10	13	16	24	24	1.172489269	1.8664211	2.366256	F	32.464678
ATLANTA PUBLIC SCHOO	USHER ELEMENT	3	LA	SMITH	22	157	7.136363636	8.520538	1	36	2	2	4	6	19	21	1.507762082	2.05317	2.820974	F	12.8584
ATLANTA PUBLIC SCHOO	USHER ELEMENT	3	MA	SMITH	22	131	5.954545455	5.6440215	1	27	3	3	4	6	9	16	1.873920927	2.4330609	3.430112	F	7.8665625
ATLANTA PUBLIC SCHOO	USHER ELEMENT	4	RD	GREEN D	20	134	6.7	4.8351781	0	21	1	3.5	6	9	12	17	0.994595544	1.6385729	2.093784	F	15.571687
ATLANTA PUBLIC SCHOO	USHER ELEMENT	4	LA	GREEN D	20	59	2.95	2.7810449	0	8	0	0.5	2	5.5	7	7.5	1.405105438	2.0332046	2.769021	F	3.3980735
ATLANTA PUBLIC SCHOO	USHER ELEMENT	4	RD	JACKSON	20	146	7.3	4.7804426	0	19	2.5	3.5	7	10	14	17	0.994595544	1.6385729	2.093784	F	17.209259
ATLANTA PUBLIC SCHOO	USHER ELEMENT	4	LA	JACKSON	20	121	6.05	5.0102526	0	21	1.5	3	4	7	13	18	1.405105438	2.0332046	2.769021	F	10.21668
ATLANTA PUBLIC SCHOO	USHER ELEMENT	4	MA	JACKSON	20	116	5.8	3.2863353	1	12	2	3	6	8	11	12	1.874440105	2.4446497	3.514361	F	7.1812486
ATLANTA PUBLIC SCHOO	USHER ELEMENT	4	RD	WARE	20	179	8.95	5.5769733	1	23	2.5	6	7	12	17	20	0.994595544	1.6385729	2.093784	F	21.712583
ATLANTA PUBLIC SCHOO	USHER ELEMENT	4	LA	WARE	20	237	11.85	7.8289275	4	32	4	6	11	15	23	31	1.405105438	2.0332046	2.769021	F	22.974072
ATLANTA PUBLIC SCHOO	USHER ELEMENT	4	MA	WARE	20	378	18.9	9.7812926	4	41	8.5	11	18	25	34	39	1.874440105	2.4446497	3.514361	F	31.145819
ATLANTA PUBLIC SCHOO	USHER ELEMENT	5	RD	ARONSON	19	320	16.84210526	7.3125703	1	29	5	13	17	22	27	29	1.136148015	1.8284998	2.394608	F	37.440902
ATLANTA PUBLIC SCHOO	USHER ELEMENT	5	LA	ARONSON	19	301	15.84210526	8.4146906	2	34	4	8	17	21	26	34	1.434674213	2.0406349	2.839135	F	30.774998

SystemName	SchoolName	Grade	Content	TeacherName	N_students	#_WTR	Mean_classro	Std_classrc	Min_	Max_	P10_	P25_	P50_	P75_	P90_	P95_	Mean_state	Std_state	crit_3SD	flag_3SD	Flag_Z
ATLANTA PUBLIC SCHOO	USHER ELEMENT	5	MA	ARONSON	19	456	24	9.545214	6	40	11	17	26	30	38	40	1.824890617	2.5360989	3.570354	F	38.113285
ATLANTA PUBLIC SCHOO	USHER ELEMENT	5	RD	BRADFORD	19	308	16.21052632	7.0283469	3	26	4	12	16	22	26	26	1.136148015	1.8284998	2.394608	F	35.935302
ATLANTA PUBLIC SCHOO	USHER ELEMENT	5	LA	BRADFORD	19	260	13.68421053	7.7031929	2	34	5	7	14	19	22	34	1.434674213	2.0406349	2.839135	F	26.165626
ATLANTA PUBLIC SCHOO	USHER ELEMENT	5	MA	BRADFORD	19	450	23.68421053	11.537632	0	37	2	13	27	32	37	37	1.824890617	2.5360989	3.570354	F	37.570524
ATLANTA PUBLIC SCHOO	USHER ELEMENT	5	RD	LABRIE	19	298	15.68421053	6.7003535	1	29	6	11	15	21	23	29	1.136148015	1.8284998	2.394608	F	34.680636
ATLANTA PUBLIC SCHOO	USHER ELEMENT	5	LA	LABRIE	19	224	11.78947368	8.155291	0	27	2	5	10	19	25	27	1.434674213	2.0406349	2.839135	F	22.118373
ATLANTA PUBLIC SCHOO	USHER ELEMENT	5	MA	LABRIE	19	261	13.73684211	8.678467	0	27	2	4	15	21	25	27	1.824890617	2.5360989	3.570354	F	20.473567
ATLANTA PUBLIC SCHOO	VENETIAN HILL	1	RD	ANDERSON DERRIC	20	49	2.45	2.0124612	0	9	0.5	1	2.5	3	4	6.5	1.080588194	1.4903398	2.080339	F	4.1092613
ATLANTA PUBLIC SCHOO	VENETIAN HILL	1	MA	ANDERSON DERRIC	21	87	4.142857143	2.8859264	0	9	1	1	4	6	8	9	1.74803401	2.0489466	3.089384	F	5.3561466
ATLANTA PUBLIC SCHOO	VENETIAN HILL	1	RD	LICHTENSTEIN A	10	45	4.5	2.1730675	2	8	2	3	4	7	7.5	8	1.080588194	1.4903398	2.494449	F	7.2554792
ATLANTA PUBLIC SCHOO	VENETIAN HILL	1	MA	LICHTENSTEIN A	10	69	6.9	4.5080175	1	13	2	3	5.5	11	13	13	1.74803401	2.0489466	3.691835	F	7.9513771
ATLANTA PUBLIC SCHOO	VENETIAN HILL	1	MA	MCCULLOUGH LIND	21	72	3.428571429	2.5606919	0	9	1	1	3	5	6	8	1.74803401	2.0489466	3.089384	F	3.7586094
ATLANTA PUBLIC SCHOO	VENETIAN HILL	1	RD	WEEMS J	15	38	2.533333333	1.5055453	1	5	1	1	2	4	5	5	1.080588194	1.4903398	2.235	F	3.7752851
ATLANTA PUBLIC SCHOO	VENETIAN HILL	1	MA	WEEMS J	15	79	5.266666667	3.7122705	0	13	1	3	5	9	11	13	1.74803401	2.0489466	3.335141	F	6.6510302
ATLANTA PUBLIC SCHOO	VENETIAN HILL	2	RD	CORNELL	15	68	4.533333333	3.8705235	0	13	0	2	4	7	11	13	0.914374058	1.381785	1.9847	F	10.143524
ATLANTA PUBLIC SCHOO	VENETIAN HILL	2	LA	CORNELL	15	90	6	4.7358813	0	17	0	3	5	10	12	17	1.319203885	1.7325901	2.661262	F	10.463321
ATLANTA PUBLIC SCHOO	VENETIAN HILL	2	MA	CORNELL	15	153	10.2	5.7346067	0	17	1	6	11	16	16	17	1.728771036	2.047211	3.314534	F	16.026159
ATLANTA PUBLIC SCHOO	VENETIAN HILL	2	RD	JORDAN DETAMORE	14	91	6.5	5.4877486	0	18	1	2	6	8	15	18	0.914374058	1.381785	2.022267	F	15.125001
ATLANTA PUBLIC SCHOO	VENETIAN HILL	2	LA	JORDAN DETAMORE	14	114	8.142857143	5.9724643	0	17	1	2	6.5	13	17	17	1.319203885	1.7325901	2.708366	F	14.736188
ATLANTA PUBLIC SCHOO	VENETIAN HILL	2	MA	JORDAN DETAMORE	14	95	6.785714286	5.308608	0	14	0	2	5.5	13	13	14	1.728771036	2.047211	3.370191	F	9.2425008
ATLANTA PUBLIC SCHOO	VENETIAN HILL	2	RD	MILLER	16	46	2.875	2.2472205	0	9	0	1.5	2.5	4	5	9	0.914374058	1.381785	1.950713	F	5.6756326
ATLANTA PUBLIC SCHOO	VENETIAN HILL	2	LA	MILLER	16	55	3.4375	3.0761177	0	10	0	1	2.5	5	9	10	1.319203885	1.7325901	2.618646	F	4.8904727
ATLANTA PUBLIC SCHOO	VENETIAN HILL	2	MA	MILLER	16	83	5.1875	3.4490337	2	14	2	3	4.5	5.5	12	14	1.728771036	2.047211	3.264179	F	6.7579336
ATLANTA PUBLIC SCHOO	VENETIAN HILL	2	RD	OLINGA AMBE	15	63	4.2	3.9496835	0	16	1	1	4	5	8	16	0.914374058	1.381785	1.9847	F	9.2092294
ATLANTA PUBLIC SCHOO	VENETIAN HILL	2	LA	OLINGA AMBE	15	88	5.866666667	5.6425256	0	21	0	1	5	8	13	21	1.319203885	1.7325901	2.661262	F	10.165271
ATLANTA PUBLIC SCHOO	VENETIAN HILL	2	MA	OLINGA AMBE	15	100	6.666666667	5.2463139	0	18	1	3	6	9	16	18	1.728771036	2.047211	3.314534	F	9.3416789
ATLANTA PUBLIC SCHOO	VENETIAN HILL	3	RD	FOWLKS VALERIA	18	88	4.888888889	4.2962212	0	13	0	0	4.5	8	12	13	1.172489269	1.8664211	2.492248	F	8.4479051
ATLANTA PUBLIC SCHOO	VENETIAN HILL	3	LA	FOWLKS VALERIA	18	72	4	4.2287531	0	17	0	1	3	5	9	17	1.507762082	2.05317	2.959573	F	5.1499242
ATLANTA PUBLIC SCHOO	VENETIAN HILL	3	MA	FOWLKS VALERIA	18	86	4.777777778	5.2193707	0	17	0	1	3.5	8	16	17	1.873920927	2.4330609	3.594355	F	5.0635894
ATLANTA PUBLIC SCHOO	VENETIAN HILL	3	RD	HOWARD	18	83	4.611111111	4.2306847	1	16	1	2	3	7	12	16	1.172489269	1.8664211	2.492248	F	7.8164767
ATLANTA PUBLIC SCHOO	VENETIAN HILL	3	LA	HOWARD	18	104	5.777777778	3.6064575	0	14	2	3	5.5	8	11	14	1.507762082	2.05317	2.959573	F	8.8234984
ATLANTA PUBLIC SCHOO	VENETIAN HILL	3	MA	HOWARD	18	139	7.722222222	4.0264647	0	17	1	6	7	9	14	17	1.873920927	2.4330609	3.594355	F	10.197953
ATLANTA PUBLIC SCHOO	VENETIAN HILL	3	RD	PARKS	17	171	10.05882353	5.5166859	0	20	5	6	8	14	19	20	1.172489269	1.8664211	2.53051	F	19.630776
ATLANTA PUBLIC SCHOO	VENETIAN HILL	3	LA	PARKS	17	204	12	7.2972598	0	28	3	6	12	15	20	28	1.507762082	2.05317	3.001663	F	21.070152
ATLANTA PUBLIC SCHOO	VENETIAN HILL	3	MA	PARKS	17	143	8.411764706	5.4778968	2	21	2	5	7	11	20	21	1.873920927	2.4330609	3.644233	F	11.079139
ATLANTA PUBLIC SCHOO	VENETIAN HILL	3	RD	SMITH	18	177	9.833333333	8.3683578	0	25	0	3	8.5	14	24	25	1.172489269	1.8664211	2.492248	F	19.687331
ATLANTA PUBLIC SCHOO	VENETIAN HILL	3	LA	SMITH	18	238	13.22222222	10.155008	0	36	0	6	13	20	27	36	1.507762082	2.05317	2.959573	F	24.20659
ATLANTA PUBLIC SCHOO	VENETIAN HILL	3	MA	SMITH	18	92	5.111111111	3.6443169	0	12	0	2	5.5	8	11	12	1.873920927	2.4330609	3.594355	F	5.6448381
ATLANTA PUBLIC SCHOO	VENETIAN HILL	4	RD	BATISTE	17	142	8.352941176	4.0764748	1	17	2	6	9	11	12	17	0.994595544	1.6385729	2.186832	F	18.515646
ATLANTA PUBLIC SCHOO	VENETIAN HILL	4	LA	BATISTE	17	191	11.23529412	5.3095364	2	22	4	8	11	13	19	22	1.405105438	2.0332046	2.884479	F	19.934495
ATLANTA PUBLIC SCHOO	VENETIAN HILL	4	MA	BATISTE	17	192	11.29411765	6.1111037	1	19	3	4	13	16	18	19	1.874440105	2.4446497	3.653184	F	15.887072
ATLANTA PUBLIC SCHOO	VENETIAN HILL	4	RD	H SCOTT	19	188	9.894736842	7.1250321	0	22	0	4	9	16	19	22	0.994595544	1.6385729	2.122339	F	23.675978
ATLANTA PUBLIC SCHOO	VENETIAN HILL	4	LA	H SCOTT	19	209	11	7.7172246	0	30	0	5	12	14	25	30	1.405105438	2.0332046	2.804453	F	20.570078
ATLANTA PUBLIC SCHOO	VENETIAN HILL	4	MA	H SCOTT	20	279	13.95	8.6418504	0	31	2.5	6.5	15	19	26	30	1.874440105	2.4446497	3.514361	F	22.090504
ATLANTA PUBLIC SCHOO	VENETIAN HILL	4	RD	HALL MARIE	20	109	5.45	4.4066338	0	15	0	1.5	5	9	11	13	0.994595544	1.6385729	2.093784	F	12.160078
ATLANTA PUBLIC SCHOO	VENETIAN HILL	4	LA	HALL MARIE	20	166	8.3	4.9852414	0	17	1	4	9	13	15	16	1.405105438	2.0332046	2.769021	F	15.165668
ATLANTA PUBLIC SCHOO	VENETIAN HILL	4	MA	HALL MARIE	20	167	8.35	7.7749598	0	27	0.5	2	7	11	21	26	1.874440105	2.4446497	3.514361	F	11.846108
ATLANTA PUBLIC SCHOO	VENETIAN HILL	4	RD	HANKERSON	14	111	7.928571429	7.1086544	0	23	0	2	8	13	17	23	0.994595544	1.6385729	2.308377	F	15.833633
ATLANTA PUBLIC SCHOO	VENETIAN HILL	4	LA	HANKERSON	14	138	9.857142857	6.0999009	0	18	3	4	11	15	17	18	1.405105438	2.0332046	3.035296	F	15.554081
ATLANTA PUBLIC SCHOO	VENETIAN HILL	4	MA	HANKERSON	14	231	16.5	8.0455434	5	26	5	8	17	25	26	26	1.874440105	2.4446497	3.83452	F	22.385143
ATLANTA PUBLIC SCHOO	VENETIAN HILL	5	RD	BRIDGET SMITH	20	223	11.15	6.3930472	0	23	2	7	11	16	21	22	1.136148015	1.8284998	2.362743	F	24.491831
ATLANTA PUBLIC SCHOO	VENETIAN HILL	5	LA	BRIDGET SMITH	20	132	6.6	5.1237322	0	20	0.5	2.5	6.5	9	13	17	1.434674213	2.0406349	2.803574	F	11.320025
ATLANTA PUBLIC SCHOO	VENETIAN HILL	5	MA	BRIDGET SMITH	20	188	9.4	4.7506232	1	16	1.5	6.5	9.5	14	15	16	1.824890617	2.5360989	3.526158	F	13.357885
ATLANTA PUBLIC SCHOO	VENETIAN HILL	5	RD	MELBA SMITH	19	122	6.421052632	4.2858396	0	14	1	3	7	10	13	14	1.136148015	1.8284998	2.394608	F	12.598506

SystemName	SchoolName	Grade	Content	TeacherName	N_students	#_WTR	Mean_classro	Std_classrc	Min_	Max_	P10_	P25_	P50_	P75_	P90_	P95_	Mean_state	Std_state	crit_3SD	flag_3SD	Flag_Z
ATLANTA PUBLIC SCHOO	VENETIAN HILL	5	LA	MELBA SMITH	19	197	10.36842105	6.9937315	1	26	2	5	10	14	21	26	1.434674213	2.0406349	2.839135	F	19.082933
ATLANTA PUBLIC SCHOO	VENETIAN HILL	5	MA	MELBA SMITH	19	178	9.368421053	5.2621344	0	22	1	7	9	12	16	22	1.824890617	2.5360989	3.570354	F	12.96538
ATLANTA PUBLIC SCHOO	VENETIAN HILL	5	RD	N JONES	20	161	8.05	5.5958161	0	18	1	2	8.5	13	16	17	1.136148015	1.8284998	2.362743	F	16.909866
ATLANTA PUBLIC SCHOO	VENETIAN HILL	5	LA	N JONES	20	154	7.7	8.682105	0	30	0.5	1	5.5	12	22	28	1.434674213	2.0406349	2.803574	F	13.730721
ATLANTA PUBLIC SCHOO	VENETIAN HILL	5	MA	N JONES	20	245	12.25	7.5872122	0	25	1.5	5.5	12	17	23	24	1.824890617	2.5360989	3.526158	F	18.383552
ATLANTA PUBLIC SCHOO	WEST MANOR EL	1	MA	ANDERSON	16	60	3.75	2.5166115	0	9	1	1.5	4	5.5	7	9	1.74803401	2.0489466	3.284744	F	3.9082834
ATLANTA PUBLIC SCHOO	WEST MANOR EL	1	MA	DALLAS	16	74	4.625	2.7049338	0	9	0	2.5	5	7	8	9	1.74803401	2.0489466	3.284744	F	5.6164782
ATLANTA PUBLIC SCHOO	WEST MANOR EL	1	RD	WHITAKERGRAHAM	14	47	3.357142857	2.7345972	1	11	1	2	2	5	6	11	1.080588194	1.4903398	2.275518	F	5.7155338
ATLANTA PUBLIC SCHOO	WEST MANOR EL	1	LA	WHITAKERGRAHAM	14	57	4.071428571	2.5858873	0	9	1	2	4	6	7	9	1.603036826	1.9473378	3.164381	F	4.7428218
ATLANTA PUBLIC SCHOO	WEST MANOR EL	1	MA	WHITAKERGRAHAM	14	89	6.357142857	4.1251041	0	14	1	4	6	9	12	14	1.74803401	2.0489466	3.390846	F	8.4168646
ATLANTA PUBLIC SCHOO	WEST MANOR EL	2	LA	PAGE	16	56	3.5	3.2249031	0	11	0	1	2.5	6	8	11	1.319203885	1.7325901	2.618646	F	5.0347654
ATLANTA PUBLIC SCHOO	WEST MANOR EL	2	MA	PAGE	16	55	3.4375	2.2201727	0	7	1	1.5	3.5	5	7	7	1.728771036	2.047211	3.264179	F	3.3386475
ATLANTA PUBLIC SCHOO	WEST MANOR EL	2	LA	WILDER	15	50	3.333333333	2.7429563	0	9	0	1	3	6	7	9	1.319203885	1.7325901	2.661262	F	4.5023286
ATLANTA PUBLIC SCHOO	WEST MANOR EL	3	RD	CARTER	14	70	5	3.2581259	1	12	1	2	5	7	9	12	1.172489269	1.8664211	2.668955	F	7.673099
ATLANTA PUBLIC SCHOO	WEST MANOR EL	3	LA	CARTER	14	62	4.428571429	3.1796053	0	11	1	3	4	5	10	11	1.507762082	2.05317	3.15396	F	5.3228265
ATLANTA PUBLIC SCHOO	WEST MANOR EL	3	MA	CARTER	14	143	10.21428571	6.3992616	1	24	5	5	8.5	13	20	24	1.873920927	2.4330609	3.82471	F	12.826143
ATLANTA PUBLIC SCHOO	WEST MANOR EL	3	RD	LAWRENCE	16	87	5.4375	2.9881711	2	12	2	3	4.5	8	9	12	1.172489269	1.8664211	2.572305	F	9.1405112
ATLANTA PUBLIC SCHOO	WEST MANOR EL	3	LA	LAWRENCE	16	63	3.9375	2.1746647	1	9	2	2	3.5	5.5	7	9	1.507762082	2.05317	3.04764	F	4.7336322
ATLANTA PUBLIC SCHOO	WEST MANOR EL	3	MA	LAWRENCE	16	170	10.625	6.7218549	1	27	4	6	9	13	21	27	1.873920927	2.4330609	3.698717	F	14.386946
ATLANTA PUBLIC SCHOO	WEST MANOR EL	3	RD	LEWIS GAMBLE	16	122	7.625	5.1234754	0	18	0	4.5	7	11	14	18	1.172489269	1.8664211	2.572305	F	13.828628
ATLANTA PUBLIC SCHOO	WEST MANOR EL	3	LA	LEWIS GAMBLE	16	98	6.125	4.9514308	1	17	1	2.5	4	8.5	15	17	1.507762082	2.05317	3.04764	F	8.9953348
ATLANTA PUBLIC SCHOO	WEST MANOR EL	3	MA	LEWIS GAMBLE	16	210	13.125	6.1196405	2	25	6	9	13	17	23	25	1.873920927	2.4330609	3.698717	F	18.496995
ATLANTA PUBLIC SCHOO	WEST MANOR EL	3	RD	TURNER	3	41	13.66666667	10.115994	2	20	2	2	19	20	20	20	1.172489269	1.8664211	4.405225	F	11.594677
ATLANTA PUBLIC SCHOO	WEST MANOR EL	3	MA	TURNER	3	32	10.66666667	18.475209	0	32	0	0	0	32	32	32	1.873920927	2.4330609	6.088106	F	6.2593922
ATLANTA PUBLIC SCHOO	WEST MANOR EL	4	RD	BULLARD	18	57	3.166666667	3.7612576	0	12	0	1	2	3	12	12	0.994595544	1.6385729	2.153242	F	5.6239898
ATLANTA PUBLIC SCHOO	WEST MANOR EL	4	RD	JASPER	18	62	3.444444444	4.3007827	0	12	0	0	1	7	12	12	0.994595544	1.6385729	2.153242	F	6.3432201
ATLANTA PUBLIC SCHOO	WEST MANOR EL	4	MA	JASPER	18	116	6.444444444	6.9892541	0	21	0	1	3	12	18	21	1.874440105	2.4446497	3.603069	F	7.9311511
ATLANTA PUBLIC SCHOO	WEST MANOR EL	5	RD	BLOXSON	17	64	3.764705882	2.8837782	0	9	1	1	3	5	9	9	1.136148015	1.8284998	2.466577	F	5.9271661
ATLANTA PUBLIC SCHOO	WEST MANOR EL	5	LA	BLOXSON	17	61	3.588235294	2.6939475	0	10	1	2	3	4	9	10	1.434674213	2.0406349	2.919454	F	4.3512731
ATLANTA PUBLIC SCHOO	WEST MANOR EL	5	MA	BLOXSON	17	133	7.823529412	4.4333296	1	19	3	5	7	11	13	19	1.824890617	2.5360989	3.670174	F	9.7523882
ATLANTA PUBLIC SCHOO	WEST MANOR EL	5	RD	FERGUSON	19	76	4	3.958114	0	14	1	1	3	5	12	14	1.136148015	1.8284998	2.394608	F	6.8270402
ATLANTA PUBLIC SCHOO	WEST MANOR EL	5	LA	FERGUSON	19	89	4.684210526	5.3338816	0	19	0	1	3	4	15	19	1.434674213	2.0406349	2.839135	F	6.9411732
ATLANTA PUBLIC SCHOO	WEST MANOR EL	5	MA	FERGUSON	19	172	9.052631579	6.8513882	0	24	2	2	8	12	21	24	1.824890617	2.5360989	3.570354	F	12.42262
ATLANTA PUBLIC SCHOO	WHITE ELEMENT	1	LA	ANDREWS	20	59	2.95	2.2589005	0	8	0	2	2.5	4.5	6	7.5	1.603036826	1.9473378	2.909351	F	3.0933526
ATLANTA PUBLIC SCHOO	WHITE ELEMENT	1	MA	ANDREWS	20	157	7.85	3.4530688	2	16	3.5	5.5	8	11	12	14	1.74803401	2.0489466	3.122509	F	13.318464
ATLANTA PUBLIC SCHOO	WHITE ELEMENT	1	LA	DICKENS BRENAI	19	67	3.526315789	2.632456	0	11	0	1	4	5	6	11	1.603036826	1.9473378	2.943287	F	4.3050459
ATLANTA PUBLIC SCHOO	WHITE ELEMENT	1	MA	DICKENS BRENAI	19	92	4.842105263	2.7134062	0	9	1	3	5	7	9	9	1.74803401	2.0489466	3.158216	F	6.5822818
ATLANTA PUBLIC SCHOO	WHITE ELEMENT	2	MA	COLETTE WRIGHT	19	81	4.263157895	3.2802795	1	12	1	2	3	5	11	12	1.728771036	2.047211	3.137758	F	5.3961885
ATLANTA PUBLIC SCHOO	WHITE ELEMENT	2	MA	GILBERT JACKSON	18	58	3.222222222	3.1164753	0	12	0	1	2.5	4	9	12	1.728771036	2.047211	3.176368	F	3.0950287
ATLANTA PUBLIC SCHOO	WHITE ELEMENT	3	RD	HOWARD	20	71	3.55	3.1867324	0	13	0.5	1	3	5	7	10	1.172489269	1.8664211	2.424523	F	5.6967591
ATLANTA PUBLIC SCHOO	WHITE ELEMENT	3	MA	HOWARD	20	116	5.8	4.4438011	0	14	1	2	5	9.5	13	14	1.873920927	2.4330609	3.506068	F	7.2164077
ATLANTA PUBLIC SCHOO	WHITE ELEMENT	3	RD	MOMON	19	175	9.210526316	7.0520206	1	25	2	3	9	13	20	25	1.172489269	1.8664211	2.457048	F	18.772286
ATLANTA PUBLIC SCHOO	WHITE ELEMENT	3	MA	MOMON	19	144	7.578947368	4.562112	0	15	1	3	9	10	15	15	1.873920927	2.4330609	3.548468	F	10.22072
ATLANTA PUBLIC SCHOO	WHITE ELEMENT	3	RD	YOUNGINER	20	57	2.85	2.6212693	0	10	0	1	2.5	4	6.5	8.5	1.172489269	1.8664211	2.424523	F	4.0194874
ATLANTA PUBLIC SCHOO	WHITE ELEMENT	3	MA	YOUNGINER	20	171	8.55	5.7351639	0	18	0.5	3.5	8.5	14	16	17	1.873920927	2.4330609	3.506068	F	12.2711
ATLANTA PUBLIC SCHOO	WHITE ELEMENT	4	RD	BLOUNT	16	79	4.9375	2.8394542	1	11	2	3	4	6.5	10	11	0.994595544	1.6385729	2.223525	F	9.6252157
ATLANTA PUBLIC SCHOO	WHITE ELEMENT	4	MA	BLOUNT	16	74	4.625	2.5527763	1	11	1	3	4.5	5.5	8	11	1.874440105	2.4446497	3.707927	F	4.5005382
ATLANTA PUBLIC SCHOO	WHITE ELEMENT	4	RD	NEGUSSE	15	41	2.733333333	2.6313133	0	9	0	0	2	4	6	9	0.994595544	1.6385729	2.263829	F	4.1097362
ATLANTA PUBLIC SCHOO	WHITE ELEMENT	4	MA	NEGUSSE	15	58	3.866666667	3.0906926	0	11	1	2	3	7	8	11	1.874440105	2.4446497	3.768058	F	3.1562232
ATLANTA PUBLIC SCHOO	WHITE ELEMENT	5	RD	BARRETT	2	12	6	2.8284271	4	8	4	4	6	8	8	8	1.136148015	1.8284998	5.014982	F	3.761841
ATLANTA PUBLIC SCHOO	WHITE ELEMENT	5	MA	BARRETT	2	18	9	2.8284271	7	11	7	7	9	11	11	11	1.824890617	2.5360989	7.204769	F	4.0010809
ATLANTA PUBLIC SCHOO	WHITE ELEMENT	5	MA	CARVIL	1	28	28		28	28	28	28	28	28	28	28	1.824890617	2.5360989	9.433187	F	10.321013
ATLANTA PUBLIC SCHOO	WHITE ELEMENT	5	RD	CONYERS	17	91	5.352941176	3.5871503	1	13	1	3	4	8	10	13	1.136148015	1.8284998	2.466577	F	9.5084965
ATLANTA PUBLIC SCHOO	WHITE ELEMENT	5	MA	CONYERS	17	89	5.235294118	3.4736402	0	12	2	3	4	8	11	12	1.824890617	2.5360989	3.670174	F	5.544521

SystemName	SchoolName	Grade	Content	TeacherName	N_students	#_WTR	Mean_classro	Std_classrc	Min_	Max_	P10_	P25_	P50_	P75_	P90_	P95_	Mean_state	Std_state	crit_3SD	flag_3SD	Flag_Z
ATLANTA PUBLIC SCHOO	WHITE ELEMENT	5	RD	DONDELL	17	97	5.705882353	2.2848607	2	11	3	4	6	7	9	11	1.136148015	1.8284998	2.466577	F	10.304348
ATLANTA PUBLIC SCHOO	WHITE ELEMENT	5	LA	DONDELL	17	53	3.117647059	2.3948474	0	8	1	1	2	5	7	8	1.434674213	2.0406349	2.919454	F	3.4004489
ATLANTA PUBLIC SCHOO	WHITE ELEMENT	5	MA	DONDELL	17	85	5	3.4278273	0	10	0	2	5	7	10	10	1.824890617	2.5360989	3.670174	F	5.1619876
ATLANTA PUBLIC SCHOO	WHITE ELEMENT	5	RD	EDWARDS	17	81	4.764705882	2.1659124	0	7	2	3	5	7	7	7	1.136148015	1.8284998	2.466577	F	8.1820778
ATLANTA PUBLIC SCHOO	WHITE ELEMENT	5	LA	EDWARDS	17	63	3.705882353	4.1043377	0	14	0	1	2	5	13	14	1.434674213	2.0406349	2.919454	F	4.5889791
ATLANTA PUBLIC SCHOO	WHITE ELEMENT	5	MA	EDWARDS	17	70	4.117647059	3.7563671	0	11	0	1	3	8	9	11	1.824890617	2.5360989	3.670174	F	3.7274874
ATLANTA PUBLIC SCHOO	WHITEFOORD EL	1	MA	ALEXANDER	15	68	4.533333333	2.8751812	0	8	0	3	5	8	8	8	1.74803401	2.0489466	3.335141	F	5.2648604
ATLANTA PUBLIC SCHOO	WHITEFOORD EL	1	LA	RICHARDSON	12	46	3.833333333	2.2896341	0	7	0	2.5	4.5	5.5	6	7	1.603036826	1.9473378	3.289481	F	3.9674543
ATLANTA PUBLIC SCHOO	WHITEFOORD EL	2	MA	CARTER CAIN	15	54	3.6	3.0891515	0	13	1	2	3	5	6	13	1.728771036	2.047211	3.314534	F	3.5400546
ATLANTA PUBLIC SCHOO	WHITEFOORD EL	2	RD	ROSALES	16	67	4.1875	3.6917701	0	13	0	1	4	5.5	11	13	0.914374058	1.381785	1.950713	F	9.4750661
ATLANTA PUBLIC SCHOO	WHITEFOORD EL	2	LA	ROSALES	16	53	3.3125	3.7187588	0	13	0	1	2	5	10	13	1.319203885	1.7325901	2.618646	F	4.6018874
ATLANTA PUBLIC SCHOO	WHITEFOORD EL	2	MA	ROSALES	16	88	5.5	3.8470768	0	11	1	2.5	5	8.5	11	11	1.728771036	2.047211	3.264179	F	7.3685205
ATLANTA PUBLIC SCHOO	WHITEFOORD EL	3	RD	BOYANTON	16	62	3.875	5.5842039	0	22	0	1	1.5	5	10	22	1.172489269	1.8664211	2.572305	F	5.7918564
ATLANTA PUBLIC SCHOO	WHITEFOORD EL	3	LA	BOYANTON	16	57	3.5625	4.2421496	0	17	0	1	2.5	5.5	7	17	1.507762082	2.05317	3.04764	F	4.0030546
ATLANTA PUBLIC SCHOO	WHITEFOORD EL	3	MA	BOYANTON	16	122	7.625	5.2519838	0	18	1	3.5	8	12	14	18	1.873920927	2.4330609	3.698717	F	9.4548872
ATLANTA PUBLIC SCHOO	WHITEFOORD EL	3	RD	CHARLES	16	58	3.625	2.2472205	0	8	1	2	3.5	5.5	6	8	1.172489269	1.8664211	2.572305	F	5.2560716
ATLANTA PUBLIC SCHOO	WHITEFOORD EL	3	LA	CHARLES	16	69	4.3125	2.9147613	1	10	1	2	3.5	7	7	10	1.507762082	2.05317	3.04764	F	5.4642098
ATLANTA PUBLIC SCHOO	WHITEFOORD EL	3	MA	CHARLES	16	88	5.5	3.0983867	1	10	1	3	5	8.5	10	10	1.873920927	2.4330609	3.698717	F	5.9613454
ATLANTA PUBLIC SCHOO	WHITEFOORD EL	3	MA	WILSON	2	17	8.5	2.1213203	7	10	7	7	8.5	10	10	10	1.873920927	2.4330609	7.035222	F	3.8514001
ATLANTA PUBLIC SCHOO	WHITEFOORD EL	4	RD	HERBERT	19	51	2.684210526	2.2373752	0	7	0	0	3	4	6	7	0.994595544	1.6385729	2.122339	F	4.49468
ATLANTA PUBLIC SCHOO	WHITEFOORD EL	4	LA	HERBERT	19	68	3.578947368	3.0607877	0	10	0	1	3	6	8	10	1.405105438	2.0332046	2.804453	F	4.6604053
ATLANTA PUBLIC SCHOO	WHITEFOORD EL	4	MA	HERBERT	19	79	4.157894737	3.113825	0	11	1	1	4	7	9	11	1.874440105	2.4446497	3.556963	F	4.0714822
ATLANTA PUBLIC SCHOO	WHITEFOORD EL	4	RD	JOYNER KNIGHT	18	91	5.055555556	3.6857791	0	14	1	2	5	7	10	14	0.994595544	1.6385729	2.153242	F	10.514756
ATLANTA PUBLIC SCHOO	WHITEFOORD EL	4	LA	JOYNER KNIGHT	18	67	3.722222222	1.9037287	1	8	1	2	3.5	5	6	8	1.405105438	2.0332046	2.842798	F	4.8350737
ATLANTA PUBLIC SCHOO	WHITEFOORD EL	4	MA	JOYNER KNIGHT	18	97	5.388888889	3.6159595	1	14	1	3	4.5	7	10	14	1.874440105	2.4446497	3.603069	F	6.0992555
ATLANTA PUBLIC SCHOO	WHITEFOORD EL	4	RD	SIMPSON	18	86	4.777777778	3.6871088	1	14	1	2	3.5	7	11	14	0.994595544	1.6385729	2.153242	F	9.7955255
ATLANTA PUBLIC SCHOO	WHITEFOORD EL	4	LA	SIMPSON	18	96	5.333333333	3.009788	1	14	2	3	5	6	10	14	1.405105438	2.0332046	2.842798	F	8.1969418
ATLANTA PUBLIC SCHOO	WHITEFOORD EL	4	MA	SIMPSON	18	93	5.166666667	2.8952293	1	12	1	3	5	8	8	12	1.874440105	2.4446497	3.603069	F	5.7135933
ATLANTA PUBLIC SCHOO	WHITEFOORD EL	4	MA	WASHINGTON	2	17	8.5	6.363961	4	13	4	4	8.5	13	13	13	1.874440105	2.4446497	7.060325	F	3.8328422
ATLANTA PUBLIC SCHOO	WHITEFOORD EL	5	RD	BRADLEY JAMES	16	105	6.5625	4.381305	1	16	2	3	5	10	12	16	1.136148015	1.8284998	2.507523	F	11.87061
ATLANTA PUBLIC SCHOO	WHITEFOORD EL	5	LA	BRADLEY JAMES	16	113	7.0625	5.5912879	1	17	1	2	6	9.5	17	17	1.434674213	2.0406349	2.96515	F	11.031519
ATLANTA PUBLIC SCHOO	WHITEFOORD EL	5	MA	BRADLEY JAMES	16	149	9.3125	5.287958	2	23	2	6.5	9	12	15	23	1.824890617	2.5360989	3.726965	F	11.809649
ATLANTA PUBLIC SCHOO	WHITEFOORD EL	5	RD	BYRD	15	109	7.266666667	3.7122705	2	14	3	3	7	10	13	14	1.136148015	1.8284998	2.552498	F	12.985179
ATLANTA PUBLIC SCHOO	WHITEFOORD EL	5	LA	BYRD	15	85	5.666666667	2.9680842	1	12	3	4	5	7	10	12	1.434674213	2.0406349	3.015343	F	8.0320278
ATLANTA PUBLIC SCHOO	WHITEFOORD EL	5	MA	BYRD	15	121	8.066666667	3.8815804	1	15	1	6	8	11	13	15	1.824890617	2.5360989	3.789344	F	9.5320787
ATLANTA PUBLIC SCHOO	WHITEFOORD EL	5	RD	COLLIER	16	109	6.8125	3.6188166	2	13	2	4	6.5	9.5	13	13	1.136148015	1.8284998	2.507523	F	12.417507
ATLANTA PUBLIC SCHOO	WHITEFOORD EL	5	LA	COLLIER	16	63	3.9375	2.5940637	0	8	0	2	4	6.5	7	8	1.434674213	2.0406349	2.96515	F	4.9059746
ATLANTA PUBLIC SCHOO	WHITEFOORD EL	5	MA	COLLIER	16	81	5.0625	2.6449638	0	10	1	3.5	5	6	10	10	1.824890617	2.5360989	3.726965	F	5.1064402
ATLANTA PUBLIC SCHOO	WILLIAMS ELEM	1	MA	CRABTREE	6	29	4.833333333	3.7638633	0	8	0	0	7	7	8	8	1.74803401	2.0489466	4.257471	F	3.6884363
ATLANTA PUBLIC SCHOO	WILLIAMS ELEM	1	RD	NIX	4	27	6.75	1.2583057	5	8	5	6	7	7.5	8	8	1.080588194	1.4903398	3.316098	F	7.6082136
ATLANTA PUBLIC SCHOO	WILLIAMS ELEM	1	LA	NIX	4	38	9.5	5.6862407	1	13	1	6.5	12	13	13	13	1.603036826	1.9473378	4.524044	F	8.110522
ATLANTA PUBLIC SCHOO	WILLIAMS ELEM	1	MA	NIX	4	28	7	4.6904158	1	12	1	3.5	7.5	11	12	12	1.74803401	2.0489466	4.821454	F	5.1265035
ATLANTA PUBLIC SCHOO	WILLIAMS ELEM	2	LA	KIHARA	7	29	4.142857143	3.6709931	1	11	1	1	3	7	11	11	1.319203885	1.7325901	3.283776	F	4.3118591
ATLANTA PUBLIC SCHOO	WILLIAMS ELEM	2	LA	MASON	6	37	6.166666667	2.7141604	3	11	3	5	5.5	7	11	11	1.319203885	1.7325901	3.441185	F	6.8532139
ATLANTA PUBLIC SCHOO	WILLIAMS ELEM	2	MA	MASON	6	41	6.833333333	4.3089055	3	13	3	3	5.5	11	13	13	1.728771036	2.047211	4.236082	F	6.1076133
ATLANTA PUBLIC SCHOO	WILLIAMS ELEM	2	RD	SHEPPARD	4	32	8	1.6329932	6	10	6	7	8	9	10	10	0.914374058	1.381785	2.987051	F	10.255758
ATLANTA PUBLIC SCHOO	WILLIAMS ELEM	2	LA	SHEPPARD	4	46	11.5	2.8867513	8	15	8	9.5	12	14	15	15	1.319203885	1.7325901	3.918089	F	11.752112
ATLANTA PUBLIC SCHOO	WILLIAMS ELEM	2	MA	SHEPPARD	4	42	10.5	0.5773503	10	11	10	10	11	11	11	11	1.728771036	2.047211	4.799587	F	8.5689547
ATLANTA PUBLIC SCHOO	WILLIAMS ELEM	3	LA	TAYLOR	3	17	5.666666667	4.5092498	1	10	1	1	6	10	10	10	1.507762082	2.05317	5.063957	F	3.508445
ATLANTA PUBLIC SCHOO	WOODSON ELEME	1	MA	GAMBLE CHASITY	16	63	3.9375	1.9482898	1	8	1	2	4.5	5	6	8	1.74803401	2.0489466	3.284744	F	4.2743251
ATLANTA PUBLIC SCHOO	WOODSON ELEME	1	RD	LADIPO EDITH	16	59	3.6875	2.6512576	1	9	1	1.5	3	5.5	8	9	1.080588194	1.4903398	2.198343	F	6.9968252
ATLANTA PUBLIC SCHOO	WOODSON ELEME	1	LA	LADIPO EDITH	16	102	6.375	3.9812058	1	16	2	3.5	7	8	13	16	1.603036826	1.9473378	3.06354	F	9.8020243
ATLANTA PUBLIC SCHOO	WOODSON ELEME	1	MA	LADIPO EDITH	16	69	4.3125	3.2190837	0	11	0	2	4	6.5	8	11	1.74803401	2.0489466	3.284744	F	5.0064086
ATLANTA PUBLIC SCHOO	WOODSON ELEME	1	RD	PICKETT DELORES	19	70	3.684210526	2.6257831	0	10	0	2	3	5	7	10	1.080588194	1.4903398	2.10631	F	7.6149926

SystemName	SchoolName	Grade	Content	TeacherName	N_students	#_WTR	Mean_classro	Std_classrc	Min_	Max_	P10_	P25_	P50_	P75_	P90_	P95_	Mean_state	Std_state	crit_3SD	flag_3SD	Flag_Z
ATLANTA PUBLIC SCHOO	WOODSON ELEME	1	LA	PICKETT DELORES	19	164	8.631578947	4.9689092	1	19	2	5	7	13	14	19	1.603036826	1.9473378	2.943287	F	15.732609
ATLANTA PUBLIC SCHOO	WOODSON ELEME	1	MA	PICKETT DELORES	19	153	8.052631579	3.6738367	2	15	3	5	9	11	14	15	1.74803401	2.0489466	3.158216	F	13.412308
ATLANTA PUBLIC SCHOO	WOODSON ELEME	1	LA	SMITH CRYSTAL	18	63	3.5	2.8336217	0	9	0	2	2.5	5	8	9	1.603036826	1.9473378	2.980013	F	4.1328901
ATLANTA PUBLIC SCHOO	WOODSON ELEME	1	MA	SMITH CRYSTAL	18	71	3.944444444	2.6002765	1	9	1	2	3.5	6	7	9	1.74803401	2.0489466	3.196858	F	4.5479859
ATLANTA PUBLIC SCHOO	WOODSON ELEME	2	RD	DANIELS CARLA	17	52	3.058823529	1.5600716	1	6	1	2	3	4	5	6	0.914374058	1.381785	1.91977	F	6.3988189
ATLANTA PUBLIC SCHOO	WOODSON ELEME	2	LA	DANIELS CARLA	17	51	3	2.3717082	0	9	0	1	3	4	7	9	1.319203885	1.7325901	2.579848	F	3.9998497
ATLANTA PUBLIC SCHOO	WOODSON ELEME	2	MA	DANIELS CARLA	17	70	4.117647059	2.4208044	1	10	1	2	3	6	7	10	1.728771036	2.047211	3.218336	F	4.8112229
ATLANTA PUBLIC SCHOO	WOODSON ELEME	2	RD	KING CLYDE	16	36	2.25	2.113449	0	8	0	0.5	2	3	5	8	0.914374058	1.381785	1.950713	F	3.8663786
ATLANTA PUBLIC SCHOO	WOODSON ELEME	2	MA	LEE DAVIS ANGEL	13	59	4.538461538	2.6017745	1	10	2	3	4	5	9	10	1.728771036	2.047211	3.432154	F	4.9484315
ATLANTA PUBLIC SCHOO	WOODSON ELEME	3	RD	KIRKLAND CHARON	15	100	6.666666667	6.5100655	0	19	0	1	4	11	17	19	1.172489269	1.8664211	2.618213	F	11.400888
ATLANTA PUBLIC SCHOO	WOODSON ELEME	3	LA	KIRKLAND CHARON	15	92	6.133333333	7.4149142	0	31	1	2	4	8	9	31	1.507762082	2.05317	3.098141	F	8.725415
ATLANTA PUBLIC SCHOO	WOODSON ELEME	3	RD	STARKS FRANCHES	15	60	4	4	0	14	0	1	3	6	9	14	1.172489269	1.8664211	2.618213	F	5.8673265
ATLANTA PUBLIC SCHOO	WOODSON ELEME	3	LA	STARKS FRANCHES	15	65	4.333333333	3.1773004	0	12	1	2	3	6	8	12	1.507762082	2.05317	3.098141	F	5.3299972
ATLANTA PUBLIC SCHOO	WOODSON ELEME	3	MA	STARKS FRANCHES	15	91	6.066666667	4.8471887	0	18	0	3	5	8	12	18	1.873920927	2.4330609	3.758562	F	6.6740765
ATLANTA PUBLIC SCHOO	WOODSON ELEME	3	RD	WHITE CHIARA	14	106	7.571428571	3.7970492	2	13	3	4	7	11	13	13	1.172489269	1.8664211	2.668955	F	12.828101
ATLANTA PUBLIC SCHOO	WOODSON ELEME	3	LA	WHITE CHIARA	14	96	6.857142857	4.4002997	0	13	0	5	5.5	11	13	13	1.507762082	2.05317	3.15396	F	9.7486082
ATLANTA PUBLIC SCHOO	WOODSON ELEME	3	MA	WHITE CHIARA	14	143	10.21428571	6.5536669	0	18	0	4	12	16	18	18	1.873920927	2.4330609	3.82471	F	12.826143
ATLANTA PUBLIC SCHOO	WOODSON ELEME	4	RD	BAUGH CELESIA	19	67	3.526315789	4.2343624	0	12	0	0	2	8	11	12	0.994595544	1.6385729	2.122339	F	6.7348316
ATLANTA PUBLIC SCHOO	WOODSON ELEME	4	LA	BAUGH CELESIA	19	70	3.684210526	3.2326912	0	11	0	1	2	6	8	11	1.405105438	2.0332046	2.804453	F	4.8860744
ATLANTA PUBLIC SCHOO	WOODSON ELEME	4	MA	BAUGH CELESIA	19	97	5.105263158	4.0537327	0	12	0	1	6	8	11	12	1.874440105	2.4446497	3.556963	F	5.7606744
ATLANTA PUBLIC SCHOO	WOODSON ELEME	4	LA	COLEMAN DAPHNE	18	65	3.611111111	2.9533409	0	10	1	1	2.5	6	8	10	1.405105438	2.0332046	2.842798	F	4.6032207
ATLANTA PUBLIC SCHOO	WOODSON ELEME	4	MA	COLEMAN DAPHNE	18	77	4.277777778	3.0059853	0	10	0	2	3.5	7	8	10	1.874440105	2.4446497	3.603069	F	4.1709444
ATLANTA PUBLIC SCHOO	WOODSON ELEME	4	RD	STROZIER ASHLYN	19	130	6.842105263	4.7406418	0	17	1	4	5	9	14	17	0.994595544	1.6385729	2.122339	F	15.555429
ATLANTA PUBLIC SCHOO	WOODSON ELEME	4	LA	STROZIER ASHLYN	19	167	8.789473684	5.5033217	0	20	2	5	9	13	17	20	1.405105438	2.0332046	2.804453	F	15.831026
ATLANTA PUBLIC SCHOO	WOODSON ELEME	4	MA	STROZIER ASHLYN	19	147	7.736842105	4.6885452	0	17	3	4	8	11	16	17	1.874440105	2.4446497	3.556963	F	10.452875
ATLANTA PUBLIC SCHOO	WOODSON ELEME	5	RD	JOHNSON MICHELE	15	92	6.133333333	4.4859569	1	16	2	3	4	9	12	16	1.136148015	1.8284998	2.552498	F	10.584642
ATLANTA PUBLIC SCHOO	WOODSON ELEME	5	LA	JOHNSON MICHELE	15	61	4.066666667	2.6040262	1	11	1	2	4	6	6	11	1.434674213	2.0406349	3.015343	F	4.9953389
ATLANTA PUBLIC SCHOO	WOODSON ELEME	5	MA	JOHNSON MICHELE	15	179	11.93333333	6.5625198	1	22	4	7	12	18	22	22	1.824890617	2.5360989	3.789344	F	15.437028
ATLANTA PUBLIC SCHOO	WOODSON ELEME	5	RD	MOSS	16	43	2.6875	2.4689741	0	9	0	1	2	4	6	9	1.136148015	1.8284998	2.507523	F	3.3937155
ATLANTA PUBLIC SCHOO	WOODSON ELEME	5	LA	MOSS	16	96	6	2.1602469	0	9	4	5	6	7.5	9	9	1.434674213	2.0406349	2.96515	F	8.948834
ATLANTA PUBLIC SCHOO	WOODSON ELEME	5	MA	MOSS	16	96	6	3.8122609	0	13	1	4	5	8.5	12	13	1.824890617	2.5360989	3.726965	F	6.5850891
ATLANTA PUBLIC SCHOO	WOODSON ELEME	5	RD	WARTHEN SUSAN	16	84	5.25	4.5971005	0	16	1	1.5	4	7.5	13	16	1.136148015	1.8284998	2.507523	F	8.9994039
ATLANTA PUBLIC SCHOO	WOODSON ELEME	5	LA	WARTHEN SUSAN	16	72	4.5	4.3665394	0	18	0	1.5	4	6	9	18	1.434674213	2.0406349	2.96515	F	6.0085727

SystemName	SchoolName	Grade	Content	TeacherName	N_students	#_WTR	Mean_classro	Std_classro	Min_	Max_	P10_	P25_	P50_	P75_	P90_	P95_	Mean_state	Std_state	crit_3SD	flag_3SD	Flag_Z
STATE AVERAGE	STATE AVERAGE	6	RD	STATE AVERAGE	120,336	98,587	0.819264393	1.3027204	0	29	0	0	0	1	2	3	0.819264393	1.3027204	N/A	N/A	N/A
STATE AVERAGE	STATE AVERAGE	6	LA	STATE AVERAGE	120,283	115,767	0.96245521	1.5489992	0	36	0	0	0	1	3	4	0.96245521	1.5489992	N/A	N/A	N/A
STATE AVERAGE	STATE AVERAGE	6	MA	STATE AVERAGE	120,478	171,897	1.426791613	1.9623941	0	43	0	0	1	2	4	5	1.426791613	1.9623941	N/A	N/A	N/A
STATE AVERAGE	STATE AVERAGE	7	RD	STATE AVERAGE	120,692	97,579	0.808496006	1.2652424	0	33	0	0	0	1	2	3	0.808496006	1.2652424	N/A	N/A	N/A
STATE AVERAGE	STATE AVERAGE	7	LA	STATE AVERAGE	120,629	110,213	0.913652604	1.483114	0	41	0	0	0	1	3	4	0.913652604	1.483114	N/A	N/A	N/A
STATE AVERAGE	STATE AVERAGE	7	MA	STATE AVERAGE	120,777	143,487	1.18803249	1.7724323	0	41	0	0	1	2	3	4	1.18803249	1.7724323	N/A	N/A	N/A
STATE AVERAGE	STATE AVERAGE	8	RD	STATE AVERAGE	120,859	111,596	0.92335697	1.3850903	0	35	0	0	1	1	2	3	0.92335697	1.3850903	N/A	N/A	N/A
STATE AVERAGE	STATE AVERAGE	8	LA	STATE AVERAGE	120,724	125,520	1.039726981	1.6325657	0	41	0	0	1	1	3	4	1.039726981	1.6325657	N/A	N/A	N/A
STATE AVERAGE	STATE AVERAGE	8	MA	STATE AVERAGE	120,953	186,083	1.538473622	2.1363255	0	45	0	0	1	2	4	5	1.538473622	2.1363255	N/A	N/A	N/A
ATLANTA PUBLIC SCHOO	ATLANTA CHART	8	RD	RILEY	6	18	3	1.4142136	1	5	1	2	3	4	5	5	0.92335697	1.3850903	2.619739	F	3.672479651
ATLANTA PUBLIC SCHOO	BENJAMIN S CA	8	MA	BALL	12	68	5.666666667	3.5760144	1	13	1	2.5	6.5	8	8	13	1.538473622	2.1363255	3.388586	F	6.693961312
ATLANTA PUBLIC SCHOO	BENJAMIN S CA	8	LA	COOPER	6	19	3.166666667	5.3447794	0	14	0	1	1	2	14	14	1.039726981	1.6325657	3.039203	F	3.191244953
ATLANTA PUBLIC SCHOO	BENJAMIN S CA	8	LA	FOSTER	17	39	2.294117647	3.2932641	0	12	0	1	1	3	9	12	1.039726981	1.6325657	2.227593	F	3.168010524
ATLANTA PUBLIC SCHOO	BENJAMIN S CA	8	MA	FOSTER	17	109	6.411764706	4.0475119	1	18	3	4	5	8	11	18	1.538473622	2.1363255	3.092879	F	9.40544592
ATLANTA PUBLIC SCHOO	BENJAMIN S CA	8	LA	MITCHELL	18	57	3.166666667	4.7927642	0	18	0	0	1.5	3	11	18	1.039726981	1.6325657	2.194125	F	5.527398398
ATLANTA PUBLIC SCHOO	BENJAMIN S CA	8	MA	MITCHELL	18	93	5.166666667	4.5016337	0	15	0	2	4.5	8	14	15	1.538473622	2.1363255	3.049084	F	7.205418598
ATLANTA PUBLIC SCHOO	BENJAMIN S CA	8	RD	SHORTER	15	32	2.133333333	2.2635833	0	7	0	0	1	4	5	7	0.92335697	1.3850903	1.996243	F	3.383330628
ATLANTA PUBLIC SCHOO	BENJAMIN S CA	8	LA	SHORTER	15	38	2.533333333	2.0998866	0	7	0	1	2	4	6	7	1.039726981	1.6325657	2.304307	F	3.543326096
ATLANTA PUBLIC SCHOO	BENJAMIN S CA	8	MA	SHORTER	15	50	3.333333333	2.1930627	0	7	0	2	3	5	6	7	1.538473622	2.1363255	3.193264	F	3.253933821
ATLANTA PUBLIC SCHOO	BROWN MIDDLE	6	LA	KYLE BERRY	12	30	2.5	1.8829377	0	6	0	1	2.5	3.5	5	6	0.96245521	1.5489992	2.303928	F	3.438485597
ATLANTA PUBLIC SCHOO	BROWN MIDDLE	7	MA	BELITA HAMILTON	19	63	3.315789474	3.1807168	0	12	0	1	2	5	8	12	1.18803249	1.7724323	2.407904	F	5.232740056
ATLANTA PUBLIC SCHOO	BROWN MIDDLE	8	MA	CHADWI ROBINSON	17	74	4.352941176	3.2966115	0	14	0	3	4	4	8	14	1.538473622	2.1363255	3.092879	F	5.431918989
ATLANTA PUBLIC SCHOO	BROWN MIDDLE	8	RD	DONNA BEAUFORD	20	45	2.25	2.2682012	0	8	0	0	2	3.5	5.5	7	0.92335697	1.3850903	1.852504	F	4.283423368
ATLANTA PUBLIC SCHOO	BROWN MIDDLE	8	LA	DONNA BEAUFORD	20	46	2.3	2.7739389	0	9	0	0	1	3.5	7	8.5	1.039726981	1.6325657	2.134885	F	3.452303572
ATLANTA PUBLIC SCHOO	BROWN MIDDLE	8	MA	DONNA BEAUFORD	20	67	3.35	2.0844032	1	7	1	1	3	5	6.5	7	1.538473622	2.1363255	2.971564	F	3.792208762
ATLANTA PUBLIC SCHOO	BROWN MIDDLE	8	RD	ESTHER JORDAN	16	67	4.1875	2.5876308	1	9	1	2	3.5	6	9	9	0.92335697	1.3850903	1.962175	F	9.42651355
ATLANTA PUBLIC SCHOO	BROWN MIDDLE	8	LA	ESTHER JORDAN	16	76	4.75	2.4899799	1	10	1	3	5	6.5	7	10	1.039726981	1.6325657	2.264151	F	9.090655513
ATLANTA PUBLIC SCHOO	BROWN MIDDLE	8	MA	SHADON ROBINSON	9	94	10.44444444	5.9605182	2	19	2	6	12	12	19	19	1.538473622	2.1363255	3.674799	F	12.5064802
ATLANTA PUBLIC SCHOO	BROWN MIDDLE	8	MA	SONYA CLARK	20	72	3.6	2.062191	0	7	0.5	2	4	5	6	6.5	1.538473622	2.1363255	2.971564	F	4.315553164
ATLANTA PUBLIC SCHOO	BUNCHE MIDDLE	6	LA	GORDON	25	57	2.28	2.1509688	0	9	0	1	2	3	6	6	0.96245521	1.5489992	1.891855	F	4.252890519
ATLANTA PUBLIC SCHOO	BUNCHE MIDDLE	7	RD	CUSHMEER	18	32	1.777777778	1.9868851	0	7	0	0	1	3	5	7	0.808496006	1.2652424	1.703157	F	3.25021861
ATLANTA PUBLIC SCHOO	BUNCHE MIDDLE	7	LA	KIRBY	24	45	1.875	2.5075972	0	10	0	0	1	3	5	7	0.913652604	1.483114	1.821871	F	3.175495153
ATLANTA PUBLIC SCHOO	BUNCHE MIDDLE	7	RD	MAYFIELD	16	30	1.875	1.5	0	5	0	1	1.5	3	4	5	0.808496006	1.2652424	1.757428	F	3.371698651
ATLANTA PUBLIC SCHOO	BUNCHE MIDDLE	7	LA	MAYFIELD	16	73	4.5625	2.1899391	2	10	2	3	4	6	7	10	0.913652604	1.483114	2.025988	F	9.841043941
ATLANTA PUBLIC SCHOO	BUNCHE MIDDLE	8	RD	HARRIS O	24	49	2.041666667	2.136213	0	7	0	0	1.5	3.5	5	7	0.92335697	1.3850903	1.771548	F	3.955392955
ATLANTA PUBLIC SCHOO	BUNCHE MIDDLE	8	LA	HARRIS O	24	55	2.291666667	1.7564581	0	7	0	1	2	3	4	5	1.039726981	1.6325657	2.039465	F	3.756802537
ATLANTA PUBLIC SCHOO	BUNCHE MIDDLE	8	MA	HARRIS O	24	77	3.208333333	3.230011	0	14	0	1	3	4.5	7	7	1.538473622	2.1363255	2.8467	F	3.829289357
ATLANTA PUBLIC SCHOO	BUNCHE MIDDLE	8	RD	LONG	21	45	2.142857143	2.9032002	0	12	0	0	1	3	5	6	0.92335697	1.3850903	1.830111	F	4.034720341
ATLANTA PUBLIC SCHOO	CHARLES R DRE	7	RD	PETERKIN	19	37	1.947368421	2.9528458	0	13	0	0	1	3	4	13	0.808496006	1.2652424	1.679296	F	3.923540583
ATLANTA PUBLIC SCHOO	CHARLES R DRE	8	MA	WALKER	22	74	3.363636364	5.2421865	0	24	0	0	2	4	6	10	1.538473622	2.1363255	2.904872	F	4.007241462
ATLANTA PUBLIC SCHOO	COAN MIDDLE S	6	RD	BARNETT	10	103	10.3	10.488618	0	22	0	0	9.5	20	21.5	22	0.819264393	1.3027204	2.055133	F	23.01393141
ATLANTA PUBLIC SCHOO	COAN MIDDLE S	6	LA	BARNETT	10	109	10.9	11.090036	0	24	0	0	9.5	22	23.5	24	0.96245521	1.5489992	2.431965	F	20.28747089
ATLANTA PUBLIC SCHOO	COAN MIDDLE S	6	MA	BARNETT	10	157	15.7	15.333696	0	36	0.5	1	15	30	33	36	1.426791613	1.9623941	3.288482	F	23.00039919
ATLANTA PUBLIC SCHOO	COAN MIDDLE S	6	MA	HAWK	14	202	14.42857143	6.4416229	3	24	7	8	15	20	23	24	1.426791613	1.9623941	3.000207	F	24.79023205
ATLANTA PUBLIC SCHOO	COAN MIDDLE S	6	MA	SOUTHALL	23	344	14.95652174	4.4668299	0	21	11	13	16	18	19	20	1.426791613	1.9623941	2.654354	F	33.06486997
ATLANTA PUBLIC SCHOO	COAN MIDDLE S	6	RD	STUCKEY	7	43	6.142857143	7.7120808	0	16	0	0	0	14	16	16	0.819264393	1.3027204	2.296411	F	10.81191503
ATLANTA PUBLIC SCHOO	COAN MIDDLE S	6	LA	STUCKEY	7	53	7.571428571	9.8633521	0	21	0	0	0	20	21	21	0.96245521	1.5489992	2.718855	F	11.28838549
ATLANTA PUBLIC SCHOO	COAN MIDDLE S	6	MA	STUCKEY	7	75	10.71428571	13.31308	0	31	0	0	2	26	31	31	1.426791613	1.9623941	3.651937	F	12.52164359
ATLANTA PUBLIC SCHOO	COAN MIDDLE S	7	MA	LARE	20	212	10.6	6.269391	0	22	0	6.5	13	15	16.5	20	1.18803249	1.7724323	2.377016	F	23.74792961
ATLANTA PUBLIC SCHOO	COAN MIDDLE S	7	MA	TOLIVER	16	222	13.875	4.745173	5	24	5	13	15	16	19	24	1.18803249	1.7724323	2.517357	F	28.63176724
ATLANTA PUBLIC SCHOO	COAN MIDDLE S	7	RD	USHRY	15	83	5.533333333	6.0458565	0	16	0	0	3	11	15	16	0.808496006	1.2652424	1.788549	F	14.46301261
ATLANTA PUBLIC SCHOO	COAN MIDDLE S	7	LA	USHRY	15	90	6	7.4833148	0	19	0	0	1	13	18	19	0.913652604	1.483114	2.062468	F	13.28241752
ATLANTA PUBLIC SCHOO	COAN MIDDLE S	7	MA	USHRY	15	122	8.133333333	9.1563145	0	22	0	0	3	18	19	22	1.18803249	1.7724323	2.560953	F	15.17633931
ATLANTA PUBLIC SCHOO	COAN MIDDLE S	8	RD	WALLER	20	96	4.8	6.7792252	0	20	0	0	1	8.5	17.5	19	0.92335697	1.3850903	1.852504	F	12.51678332

SystemName	SchoolName	Grade	Content	TeacherName	N_students	#_WTR	Mean_classro	Std_classro	Min_	Max_	P10_	P25_	P50_	P75_	P90_	P95_	Mean_state	Std_state	crit_3SD	flag_3SD	Flag_Z
ATLANTA PUBLIC SCHOO	COAN MIDDLE S	8	LA	WALLER	20	105	5.25	6.8891601	0	20	0	0	2	11	17	19	1.039726981	1.6325657	2.134885	F	11.5333268
ATLANTA PUBLIC SCHOO	COAN MIDDLE S	8	MA	WALLER	20	143	7.15	8.5978884	0	23	0	1	2	17	20.5	23	1.538473622	2.1363255	2.971564	F	11.74704368
ATLANTA PUBLIC SCHOO	CORETTA SCOTT	7	MA	MITCHELL	20	102	5.1	4.2537909	0	17	1	2.5	3.5	6.5	11	14	1.18803249	1.7724323	2.377016	F	9.870532275
ATLANTA PUBLIC SCHOO	CORETTA SCOTT	7	RD	PATTERSON	13	25	1.923076923	3.0676141	0	11	0	0	1	2	4	11	0.808496006	1.2652424	1.861241	F	3.176212525
ATLANTA PUBLIC SCHOO	CRIM HIGH SCH	8	MA	SHANETTE JONES	9	47	5.222222222	4.9187849	0	15	0	1	5	7	15	15	1.538473622	2.1363255	3.674799	F	5.173015929
ATLANTA PUBLIC SCHOO	HARPER ARCHER	6	MA	AXTEL LAURENCE	11	94	8.545454545	7.7506598	0	20	0	1	9	17	18	20	1.426791613	1.9623941	3.201844	F	12.03118873
ATLANTA PUBLIC SCHOO	HARPER ARCHER	6	MA	BOWERS LEON	19	268	14.10526316	12.305801	0	36	0	3	9	27	29	36	1.426791613	1.9623941	2.777404	F	28.16160923
ATLANTA PUBLIC SCHOO	HARPER ARCHER	6	RD	BROWN GUY	11	32	2.909090909	6.4877507	0	22	0	0	1	1	5	22	0.819264393	1.3027204	1.997619	F	5.320535643
ATLANTA PUBLIC SCHOO	HARPER ARCHER	6	LA	BROWN GUY	11	30	2.727272727	6.1496489	0	21	0	0	1	2	3	21	0.96245521	1.5489992	2.363578	F	3.778722147
ATLANTA PUBLIC SCHOO	HARPER ARCHER	6	MA	BROWN GUY	11	146	13.27272727	16.40787	0	35	0	0	1	33	35	35	1.426791613	1.9623941	3.201844	F	20.0207102
ATLANTA PUBLIC SCHOO	HARPER ARCHER	6	RD	DEEPNARIN	5	70	14	6.9641941	7	24	7	9	12	18	24	24	0.819264393	1.3027204	2.567047	F	22.62421034
ATLANTA PUBLIC SCHOO	HARPER ARCHER	6	LA	DEEPNARIN	5	51	10.2	5.7183914	3	17	3	6	11	14	17	17	0.96245521	1.5489992	3.040656	F	13.33491863
ATLANTA PUBLIC SCHOO	HARPER ARCHER	6	MA	DEEPNARIN	6	139	23.16666667	4.708149	15	28	15	21	25	26	28	28	1.426791613	1.9623941	3.830224	F	27.13603784
ATLANTA PUBLIC SCHOO	HARPER ARCHER	6	MA	GOODWIN RENAE	12	170	14.16666667	12.209038	0	28	0	1	18	26	26	28	1.426791613	1.9623941	3.126275	F	22.48896968
ATLANTA PUBLIC SCHOO	HARPER ARCHER	6	MA	KOEN KELLI	14	60	4.285714286	4.5137154	0	18	0	1	3.5	6	6	18	1.426791613	1.9623941	3.000207	F	5.451050354
ATLANTA PUBLIC SCHOO	HARPER ARCHER	6	MA	MOBLEY TATIA	21	272	12.95238095	8.6456705	0	27	2	6	13	21	26	26	1.426791613	1.9623941	2.71148	F	26.91451486
ATLANTA PUBLIC SCHOO	HARPER ARCHER	6	MA	STARR CHERYL	12	68	5.666666667	8.0603782	0	21	0	0	1.5	12	18	21	1.426791613	1.9623941	3.126275	F	7.484407902
ATLANTA PUBLIC SCHOO	HARPER ARCHER	6	MA	WILLIAMS BRANDY	11	73	6.636363636	6.1200119	0	20	0	2	6	10	12	20	1.426791613	1.9623941	3.201844	F	8.80465121
ATLANTA PUBLIC SCHOO	HARPER ARCHER	7	MA	GLENN ROBIN	15	110	7.333333333	8.2346538	0	23	0	1	2	15	18	23	1.18803249	1.7724323	2.560953	F	13.4282406
ATLANTA PUBLIC SCHOO	HARPER ARCHER	7	MA	JONES FANNIE	12	75	6.25	7.7356906	0	19	0	1	2	14	18	19	1.18803249	1.7724323	2.723004	F	9.893280264
ATLANTA PUBLIC SCHOO	HARPER ARCHER	7	RD	LESLIE ANDREA	12	53	4.416666667	8.5648153	0	25	0	0	1	2	20	25	0.808496006	1.2652424	1.904228	F	9.878794894
ATLANTA PUBLIC SCHOO	HARPER ARCHER	7	LA	LESLIE ANDREA	12	44	3.666666667	9.6326465	0	34	0	0	0.5	2	4	34	0.913652604	1.483114	2.198067	F	6.430200754
ATLANTA PUBLIC SCHOO	HARPER ARCHER	7	MA	LESLIE ANDREA	12	147	12.25	15.021954	0	41	0	0	6	21	38	41	1.18803249	1.7724323	2.723004	F	21.61988291
ATLANTA PUBLIC SCHOO	HARPER ARCHER	7	MA	MAY ROSHANDA	11	118	10.72727273	9.8903075	0	24	0	1	13	22	22	24	1.18803249	1.7724323	2.791258	F	17.85009224
ATLANTA PUBLIC SCHOO	HARPER ARCHER	7	MA	MILLS DEBORAH	7	73	10.42857143	11.942322	0	27	0	1	2	21	27	27	1.18803249	1.7724323	3.197782	F	13.79356918
ATLANTA PUBLIC SCHOO	HARPER ARCHER	7	RD	PRESIDENT RHINA	11	33	3	5.7965507	0	20	0	0	1	3	4	20	0.808496006	1.2652424	1.952951	F	5.744667327
ATLANTA PUBLIC SCHOO	HARPER ARCHER	7	MA	WILLARD JERRY	17	136	8	8.4187291	0	21	0	1	3	17	19	21	1.18803249	1.7724323	2.477666	F	15.84628142
ATLANTA PUBLIC SCHOO	HARPER ARCHER	8	MA	BROWN SHEILA	10	116	11.6	12.393547	0	27	0	0	8.5	23	27	27	1.538473622	2.1363255	3.56517	F	14.89348894
ATLANTA PUBLIC SCHOO	HARPER ARCHER	8	MA	DEEPNARAIN	8	40	5	4.5355737	1	13	1	2	3	8	13	13	1.538473622	2.1363255	3.804389	F	4.582951024
ATLANTA PUBLIC SCHOO	HARPER ARCHER	8	MA	JONES NAUTRI	14	131	9.357142857	6.9015845	0	24	1	5	9	12	20	24	1.538473622	2.1363255	3.251345	F	13.69397201
ATLANTA PUBLIC SCHOO	HARPER ARCHER	8	RD	JONES TRAVIS	5	112	22.4	12.856905	1	35	1	22	26	28	35	35	0.92335697	1.3850903	2.781651	F	34.6715554
ATLANTA PUBLIC SCHOO	HARPER ARCHER	8	LA	JONES TRAVIS	5	77	15.4	14.345731	0	33	0	6	10	28	33	33	1.039726981	1.6325657	3.230044	F	19.66876267
ATLANTA PUBLIC SCHOO	HARPER ARCHER	8	MA	JONES TRAVIS	5	83	16.6	13.164346	0	35	0	9	18	21	35	35	1.538473622	2.1363255	4.404655	F	15.76473105
ATLANTA PUBLIC SCHOO	HARPER ARCHER	8	MA	LEFTWICH MATTH	12	175	14.58333333	8.7433958	0	29	4	7.5	16	20	26	29	1.538473622	2.1363255	3.388586	F	21.15254429
ATLANTA PUBLIC SCHOO	HARPER ARCHER	8	MA	LOVETT HAROLD	6	112	18.66666667	12.500667	3	35	3	5	22	26	35	35	1.538473622	2.1363255	4.154927	F	19.63901724
ATLANTA PUBLIC SCHOO	HARPER ARCHER	8	MA	MILLEDGE NANCY	12	117	9.75	11.07926	0	30	0	0	6	19	24	30	1.538473622	2.1363255	3.388586	F	13.31518156
ATLANTA PUBLIC SCHOO	HARPER ARCHER	8	MA	PURNELL BYRON	12	162	13.5	9.5203132	0	29	2	5	14	22	23	29	1.538473622	2.1363255	3.388586	F	19.39589402
ATLANTA PUBLIC SCHOO	HARPER ARCHER	8	MA	STALLWORTH B	11	115	10.45454545	11.79291	0	36	0	1	7	16	27	36	1.538473622	2.1363255	3.470853	F	13.84211581
ATLANTA PUBLIC SCHOO	HARPER ARCHER	8	MA	SYPHERTT MALIKA	15	267	17.8	14.905416	0	40	0	1	21	29	39	40	1.538473622	2.1363255	3.193264	F	29.48081698
ATLANTA PUBLIC SCHOO	IMAGINE WESLE	6	LA	DARDEN KACIE	24	46	1.916666667	4.0744876	0	20	0	0	1	2	4	5	0.96245521	1.5489992	1.91102	F	3.017859786
ATLANTA PUBLIC SCHOO	IMAGINE WESLE	7	RD	REAGIN JASON	17	30	1.764705882	1.8210372	0	6	0	0	1	3	4	6	0.808496006	1.2652424	1.729095	F	3.116046719
ATLANTA PUBLIC SCHOO	IMAGINE WESLE	7	MA	REAGIN JASON	16	42	2.625	2.4186773	0	8	0	1	2	4	6	8	1.18803249	1.7724323	2.517357	F	3.242927773
ATLANTA PUBLIC SCHOO	IMAGINE WESLE	7	LA	YOUNG ARI	15	31	2.066666667	2.7637104	0	9	0	0	1	2	8	9	0.913652604	1.483114	2.062468	F	3.010965039
ATLANTA PUBLIC SCHOO	INMAN MIDDLE	6	RD	BOATRIGHT	16	39	2.4375	1.931105	0	8	1	1	2	3	5	8	0.819264393	1.3027204	1.796305	F	4.968788641
ATLANTA PUBLIC SCHOO	INMAN MIDDLE	6	MA	BOATRIGHT	16	52	3.25	2.081666	0	8	1	2	3	4.5	6	8	1.426791613	1.9623941	2.898587	F	3.716294036
ATLANTA PUBLIC SCHOO	INMAN MIDDLE	6	LA	CAMPBELL	20	42	2.1	3.3229663	0	14	0	0	0.5	3	5	9.5	0.96245521	1.5489992	2.001555	F	3.284220549
ATLANTA PUBLIC SCHOO	INMAN MIDDLE	7	LA	LEWIS	18	37	2.055555556	2.0428418	0	6	0	0	1.5	4	5	6	0.913652604	1.483114	1.962373	F	3.266562162
ATLANTA PUBLIC SCHOO	INMAN MIDDLE	7	RD	TODD	19	35	1.842105263	3.2363072	0	14	0	0	1	3	4	14	0.808496006	1.2652424	1.679296	F	3.56089744
ATLANTA PUBLIC SCHOO	KENNEDY MIDDL	6	RD	BROWN	11	31	2.818181818	2.5226249	0	7	1	1	1	6	6	7	0.819264393	1.3027204	1.997619	F	5.089088174
ATLANTA PUBLIC SCHOO	KENNEDY MIDDL	6	MA	BROWN	11	49	4.454545455	3.1420896	1	12	1	2	4	6	6	12	1.426791613	1.9623941	3.201844	F	5.117179761
ATLANTA PUBLIC SCHOO	KENNEDY MIDDL	6	RD	CHAMPION	8	62	7.75	5.0920105	2	16	2	3.5	6.5	12	16	16	0.819264393	1.3027204	2.201008	F	15.04780325
ATLANTA PUBLIC SCHOO	KENNEDY MIDDL	6	LA	CHAMPION	8	32	4	4.472136	0	13	0	0.5	3	6	13	13	0.96245521	1.5489992	2.605417	F	5.546467781
ATLANTA PUBLIC SCHOO	KENNEDY MIDDL	6	MA	CHAMPION	8	60	7.5	3.8913824	1	12	1	4.5	8	11	12	12	1.426791613	1.9623941	3.508225	F	8.753403409
ATLANTA PUBLIC SCHOO	KENNEDY MIDDL	6	RD	CURRAN	9	36	4	4.5552168	0	12	0	0	2	8	12	12	0.819264393	1.3027204	2.121985	F	7.324830923

SystemName	SchoolName	Grade	Content	TeacherName	N_students	#_WTR	Mean_classro	Std_classro	Min_	Max_	P10_	P25_	P50_	P75_	P90_	P95_	Mean_state	Std_state	crit_3SD	flag_3SD	Flag_Z
ATLANTA PUBLIC SCHOO	KENNEDY MIDDL	6	RD	JEFFERSON	12	79	6.583333333	4.6604396	1	15	2	2	6	11	12	15	0.819264393	1.3027204	1.947453	F	15.32740273
ATLANTA PUBLIC SCHOO	KENNEDY MIDDL	6	LA	JEFFERSON	12	38	3.166666667	2.4058011	0	7	0	1.5	2.5	5.5	6	7	0.96245521	1.5489992	2.303928	F	4.929384429
ATLANTA PUBLIC SCHOO	KENNEDY MIDDL	6	RD	JOHNSON	11	53	4.818181818	3.7099375	0	13	0	2	5	7	8	13	0.819264393	1.3027204	1.997619	F	10.1809325
ATLANTA PUBLIC SCHOO	KENNEDY MIDDL	6	LA	JOHNSON	11	43	3.909090909	2.7732488	1	11	2	2	3	5	6	11	0.96245521	1.5489992	2.363578	F	6.309160842
ATLANTA PUBLIC SCHOO	KENNEDY MIDDL	6	MA	JOHNSON	11	64	5.818181818	4.7711253	0	15	2	2	4	9	12	15	1.426791613	1.9623941	3.201844	F	7.421849417
ATLANTA PUBLIC SCHOO	KENNEDY MIDDL	6	RD	MCEACHERN	12	52	4.333333333	3.6013465	0	12	0	1.5	3.5	6.5	8	12	0.819264393	1.3027204	1.947453	F	9.344362535
ATLANTA PUBLIC SCHOO	KENNEDY MIDDL	6	LA	MCEACHERN	12	55	4.583333333	3.6793857	0	11	0	1.5	4	7.5	9	11	0.96245521	1.5489992	2.303928	F	8.097544447
ATLANTA PUBLIC SCHOO	KENNEDY MIDDL	6	MA	MCEACHERN	12	53	4.416666667	2.8109634	0	9	1	2	4.5	6.5	8	9	1.426791613	1.9623941	3.126275	F	5.277854699
ATLANTA PUBLIC SCHOO	KENNEDY MIDDL	6	RD	P JACKSON	15	69	4.6	3.9242834	0	13	1	2	4	7	12	13	0.819264393	1.3027204	1.828347	F	11.240114
ATLANTA PUBLIC SCHOO	KENNEDY MIDDL	6	LA	P JACKSON	15	51	3.4	2.8982753	0	9	0	1	3	5	8	9	0.96245521	1.5489992	2.162305	F	6.094625784
ATLANTA PUBLIC SCHOO	KENNEDY MIDDL	6	MA	P JACKSON	15	83	5.533333333	3.8147583	1	15	2	2	4	8	10	15	1.426791613	1.9623941	2.946856	F	8.104675596
ATLANTA PUBLIC SCHOO	KENNEDY MIDDL	6	RD	WILLIS	12	45	3.75	2.8959219	0	9	1	1	3.5	6	7	9	0.819264393	1.3027204	1.947453	F	7.793203967
ATLANTA PUBLIC SCHOO	KENNEDY MIDDL	6	MA	WILLIS	12	38	3.166666667	3.2983008	0	10	0	0.5	2.5	4.5	8	10	1.426791613	1.9623941	3.126275	F	3.071301497
ATLANTA PUBLIC SCHOO	KENNEDY MIDDL	7	RD	ALEXANDER	27	54	2	1.9611614	0	8	0	1	2	3	4	7	0.808496006	1.2652424	1.538984	F	4.89332047
ATLANTA PUBLIC SCHOO	KENNEDY MIDDL	7	LA	ALEXANDER	27	54	2	2.855494	0	11	0	0	1	2	7	10	0.913652604	1.483114	1.769929	F	3.806064018
ATLANTA PUBLIC SCHOO	KENNEDY MIDDL	7	MA	ALEXANDER	27	213	7.888888889	6.4470228	0	24	0	2	7	14	16	17	1.18803249	1.7724323	2.211347	F	19.64457009
ATLANTA PUBLIC SCHOO	KENNEDY MIDDL	7	MA	EDWARDS	25	258	10.32	6.2431296	0	22	1	7	10	14	20	21	1.18803249	1.7724323	2.251492	F	25.76111746
ATLANTA PUBLIC SCHOO	KENNEDY MIDDL	7	MA	KIEL	5	27	5.4	7.4027022	0	14	0	0	0	13	14	14	1.18803249	1.7724323	3.566	F	5.31374061
ATLANTA PUBLIC SCHOO	KENNEDY MIDDL	7	RD	MACK	26	86	3.307692308	2.6498186	0	10	0	1	3	5	6	8	0.808496006	1.2652424	1.552899	F	10.07194437
ATLANTA PUBLIC SCHOO	KENNEDY MIDDL	7	LA	MACK	26	110	4.230769231	4.3387343	0	15	0	1	3	7	12	14	0.913652604	1.483114	1.78624	F	11.40441189
ATLANTA PUBLIC SCHOO	KENNEDY MIDDL	7	MA	MACK	26	143	5.5	4.1593269	0	14	0	2	6	9	10	14	1.18803249	1.7724323	2.23084	F	12.40487778
ATLANTA PUBLIC SCHOO	KENNEDY MIDDL	7	LA	PARKER	27	53	1.962962963	3.4248131	0	15	0	0	1	3	5	10	0.913652604	1.483114	1.769929	F	3.676303193
ATLANTA PUBLIC SCHOO	KENNEDY MIDDL	7	MA	PARKER	27	100	3.703703704	3.5928863	0	12	0	0	3	6	9	10	1.18803249	1.7724323	2.211347	F	7.375069176
ATLANTA PUBLIC SCHOO	KENNEDY MIDDL	8	MA	CRAWFORD	13	47	3.615384615	2.8442475	0	9	1	1	2	6	7	9	1.538473622	2.1363255	3.316004	F	3.505275347
ATLANTA PUBLIC SCHOO	KENNEDY MIDDL	8	MA	DAVIS	11	42	3.818181818	4.6865378	0	15	0	0	3	7	8	15	1.538473622	2.1363255	3.470853	F	3.53922506
ATLANTA PUBLIC SCHOO	KENNEDY MIDDL	8	RD	EASTERLING	10	51	5.1	5.820462	0	15	0	0	2.5	11	14	15	0.92335697	1.3850903	2.237369	F	9.535627614
ATLANTA PUBLIC SCHOO	KENNEDY MIDDL	8	MA	EASTERLING	10	68	6.8	5.4731669	0	15	0	1	7.5	11	13.5	15	1.538473622	2.1363255	3.56517	F	7.788329721
ATLANTA PUBLIC SCHOO	KENNEDY MIDDL	8	MA	ELLIS	12	76	6.333333333	3.2844906	1	11	2	3.5	7	9	10	11	1.538473622	2.1363255	3.388586	F	7.774976862
ATLANTA PUBLIC SCHOO	KENNEDY MIDDL	8	RD	EVANS	11	25	2.272727273	3.1333978	0	10	0	0	1	3	6	10	0.92335697	1.3850903	2.176218	F	3.231092674
ATLANTA PUBLIC SCHOO	KENNEDY MIDDL	8	MA	EVANS	11	49	4.454545455	3.5316749	0	10	1	1	3	7	10	10	1.538473622	2.1363255	3.470853	F	4.527173489
ATLANTA PUBLIC SCHOO	KENNEDY MIDDL	8	MA	LANDRUM	13	77	5.923076923	4.590961	0	14	1	2	5	9	11	14	1.538473622	2.1363255	3.316004	F	7.400048393
ATLANTA PUBLIC SCHOO	KENNEDY MIDDL	8	MA	LOVETT	11	48	4.363636364	4.2017312	0	11	0	1	4	8	11	11	1.538473622	2.1363255	3.470853	F	4.386037999
ATLANTA PUBLIC SCHOO	KENNEDY MIDDL	8	MA	RAGLAND	8	40	5	3.0237158	1	9	1	2	5.5	7.5	9	9	1.538473622	2.1363255	3.804389	F	4.582951024
ATLANTA PUBLIC SCHOO	KENNEDY MIDDL	8	RD	VINCENT	13	36	2.769230769	1.4232502	1	5	1	2	3	4	5	5	0.92335697	1.3850903	2.075822	F	4.805024492
ATLANTA PUBLIC SCHOO	KENNEDY MIDDL	8	LA	VINCENT	13	36	2.769230769	2.5869495	0	8	0	1	3	3	7	8	1.039726981	1.6325657	2.398104	F	3.819640899
ATLANTA PUBLIC SCHOO	KENNEDY MIDDL	8	MA	VINCENT	13	73	5.615384615	3.5716117	1	12	1	4	5	7	11	12	1.538473622	2.1363255	3.316004	F	6.880745321
ATLANTA PUBLIC SCHOO	KING MIDDLE S	6	RD	A JONES	15	36	2.4	2.5856748	0	9	0	1	1	4	6	9	0.819264393	1.3027204	1.828347	F	4.699521543
ATLANTA PUBLIC SCHOO	KING MIDDLE S	6	LA	A JONES	15	36	2.4	2.32379	0	7	0	0	3	4	6	7	0.96245521	1.5489992	2.162305	F	3.594312433
ATLANTA PUBLIC SCHOO	KING MIDDLE S	8	MA	EDWARDS	22	71	3.227272727	3.0850148	0	11	0	1	2	4	7	10	1.538473622	2.1363255	2.904872	F	3.707847876
ATLANTA PUBLIC SCHOO	KING MIDDLE S	8	RD	PENDERGRASS	19	36	1.894736842	1.9117978	0	6	0	0	2	3	5	6	0.92335697	1.3850903	1.876641	F	3.056946407
ATLANTA PUBLIC SCHOO	KING MIDDLE S	8	RD	SHANNON	23	46	2	1.4459976	0	6	0	1	2	3	4	4	0.92335697	1.3850903	1.789791	F	3.727842673
ATLANTA PUBLIC SCHOO	KING MIDDLE S	8	MA	SHANNON	23	72	3.130434783	2.8172254	0	11	0	1	3	4	8	8	1.538473622	2.1363255	2.874838	F	3.573789456
ATLANTA PUBLIC SCHOO	KING MIDDLE S	8	LA	TATE	21	46	2.19047619	2.0885174	0	7	0	1	2	3	5	7	1.039726981	1.6325657	2.108492	F	3.230127564
ATLANTA PUBLIC SCHOO	KIPP WEST ATL	7	MA	CONOVER	23	70	3.043478261	3.98267	0	14	0	0	1	5	8	13	1.18803249	1.7724323	2.296766	F	5.020448538
ATLANTA PUBLIC SCHOO	KIPP WEST ATL	7	MA	MILLER	23	53	2.304347826	2.2448888	0	9	0	1	2	4	5	6	1.18803249	1.7724323	2.296766	F	3.020516032
ATLANTA PUBLIC SCHOO	LONG MIDDLE S	6	LA	BROWN H	20	41	2.05	2.6847523	0	9	0	0	1	3	6.5	8.5	0.96245521	1.5489992	2.001555	F	3.13986489
ATLANTA PUBLIC SCHOO	LONG MIDDLE S	6	RD	HILL H	19	34	1.789473684	1.652572	0	6	0	0	2	3	4	6	0.819264393	1.3027204	1.715858	F	3.246317619
ATLANTA PUBLIC SCHOO	LONG MIDDLE S	6	MA	HUSBAND LIEDE	22	69	3.136363636	2.9486955	0	14	1	1	3	4	5	7	1.426791613	1.9623941	2.681943	F	4.086133106
ATLANTA PUBLIC SCHOO	LONG MIDDLE S	6	LA	NELLOMS J	19	44	2.315789474	1.9451544	0	6	0	1	2	4	6	6	0.96245521	1.5489992	2.02855	F	3.808295929
ATLANTA PUBLIC SCHOO	LONG MIDDLE S	6	MA	NELLOMS J	19	63	3.315789474	2.6045394	0	10	0	2	3	4	9	10	1.426791613	1.9623941	2.777404	F	4.195870093
ATLANTA PUBLIC SCHOO	LONG MIDDLE S	6	LA	NIVENS PEGGY	26	61	2.346153846	2.5130429	0	11	0	1	1.5	3	6	6	0.96245521	1.5489992	1.873806	F	4.554880604
ATLANTA PUBLIC SCHOO	LONG MIDDLE S	7	LA	BECKS VELMA	15	35	2.333333333	2.1269249	0	7	0	1	2	4	5	7	0.913652604	1.483114	2.062468	F	3.707334698
ATLANTA PUBLIC SCHOO	LONG MIDDLE S	7	RD	GUISE BARBARA	21	35	1.666666667	2.3309512	0	9	0	0	1	3	4	5	0.808496006	1.2652424	1.636792	F	3.108204499
ATLANTA PUBLIC SCHOO	LONG MIDDLE S	7	LA	MOORE TIARRA	19	59	3.105263158	1.5597271	1	5	1	2	3	5	5	5	0.913652604	1.483114	1.934402	F	6.441183367

SystemName	SchoolName	Grade	Content	TeacherName	N_students	#_WTR	Mean_classro	Std_classro	Min_	Max_	P10_	P25_	P50_	P75_	P90_	P95_	Mean_state	Std_state	crit_3SD	flag_3SD	Flag_Z
ATLANTA PUBLIC SCHOO	LONG MIDDLE S	7	MA	MOORE TIARRA	19	84	4.421052632	2.7951504	0	12	0	2	5	5	7	12	1.18803249	1.7724323	2.407904	F	7.950886367
ATLANTA PUBLIC SCHOO	LONG MIDDLE S	7	LA	THOMPSON PAMELA	15	32	2.133333333	2.3563491	0	7	0	0	2	3	7	7	0.913652604	1.483114	2.062468	F	3.185057454
ATLANTA PUBLIC SCHOO	LONG MIDDLE S	8	RD	LEVY RECARDO	22	41	1.863636364	2.0070223	0	7	0	0	1	3	5	5	0.92335697	1.3850903	1.809264	F	3.184125547
ATLANTA PUBLIC SCHOO	PARKS MIDDLE	6	RD	LANDERS	21	110	5.238095238	4.0237391	0	16	1	1	6	8	9	10	0.819264393	1.3027204	1.672095	F	15.54410794
ATLANTA PUBLIC SCHOO	PARKS MIDDLE	6	LA	LANDERS	21	94	4.476190476	3.092233	0	13	0	2	5	6	7	8	0.96245521	1.5489992	1.976513	F	10.39507185
ATLANTA PUBLIC SCHOO	PARKS MIDDLE	6	MA	LANDERS	21	219	10.42857143	8.5414954	0	35	1	6	9	13	17	27	1.426791613	1.9623941	2.71148	F	21.02092392
ATLANTA PUBLIC SCHOO	PARKS MIDDLE	6	RD	MITCHELL	20	70	3.5	2.6655699	0	9	0	1.5	3.5	5	7.5	8.5	0.819264393	1.3027204	1.693156	F	9.202752873
ATLANTA PUBLIC SCHOO	PARKS MIDDLE	6	LA	MITCHELL	20	107	5.35	4.0428625	0	17	1	2.5	5	7	10.5	14	0.96245521	1.5489992	2.001555	F	12.66733836
ATLANTA PUBLIC SCHOO	PARKS MIDDLE	6	MA	MITCHELL	20	61	3.05	3.2843328	0	10	0	0	2	5	9	9.5	1.426791613	1.9623941	2.743206	F	3.699159375
ATLANTA PUBLIC SCHOO	PARKS MIDDLE	6	RD	NORTHERN	23	76	3.304347826	4.5169859	0	13	0	1	1	3	13	13	0.819264393	1.3027204	1.634172	F	9.148579602
ATLANTA PUBLIC SCHOO	PARKS MIDDLE	6	LA	NORTHERN	23	75	3.260869565	3.7564174	0	14	0	1	2	4	9	11	0.96245521	1.5489992	1.931421	F	7.116083804
ATLANTA PUBLIC SCHOO	PARKS MIDDLE	6	MA	NORTHERN	23	251	10.91304348	6.5220817	0	24	3	7	9	15	20	21	1.426791613	1.9623941	2.654354	F	23.18314419
ATLANTA PUBLIC SCHOO	PARKS MIDDLE	6	LA	OSEJI	11	52	4.727272727	5.9006933	0	21	1	1	3	6	8	21	0.96245521	1.5489992	2.363578	F	8.061003016
ATLANTA PUBLIC SCHOO	PARKS MIDDLE	6	RD	PHILLIPS	23	101	4.391304348	3.3539547	0	12	1	1	4	8	8	10	0.819264393	1.3027204	1.634172	F	13.15009848
ATLANTA PUBLIC SCHOO	PARKS MIDDLE	6	LA	PHILLIPS	23	109	4.739130435	3.4538173	0	11	1	2	5	8	10	10	0.96245521	1.5489992	1.931421	F	11.69290356
ATLANTA PUBLIC SCHOO	PARKS MIDDLE	6	RD	POWELL	20	73	3.65	4.8911843	0	19	0	0	2	6	9.5	16	0.819264393	1.3027204	1.693156	F	9.717690985
ATLANTA PUBLIC SCHOO	PARKS MIDDLE	6	LA	POWELL	20	106	5.3	4.7027428	0	15	0	1.5	4.5	8	13.5	15	0.96245521	1.5489992	2.001555	F	12.5229827
ATLANTA PUBLIC SCHOO	PARKS MIDDLE	6	RD	SIMPSON	22	47	2.136363636	3.2263123	0	14	0	0	1	2	4	8	0.819264393	1.3027204	1.652487	F	4.74218639
ATLANTA PUBLIC SCHOO	PARKS MIDDLE	6	LA	SIMPSON	22	57	2.590909091	3.0962203	0	12	0	1	1	4	6	8	0.96245521	1.5489992	1.953198	F	4.931006948
ATLANTA PUBLIC SCHOO	PARKS MIDDLE	7	RD	ELDER	25	63	2.52	3.2929217	0	12	0	0	1	3	7	11	0.808496006	1.2652424	1.567641	F	6.763542074
ATLANTA PUBLIC SCHOO	PARKS MIDDLE	7	LA	ELDER	25	58	2.32	2.5119713	0	10	0	1	1	3	6	7	0.913652604	1.483114	1.803521	F	4.741198047
ATLANTA PUBLIC SCHOO	PARKS MIDDLE	7	MA	ELDER	25	118	4.72	4.1484937	0	17	1	2	3	7	10	10	1.18803249	1.7724323	2.251492	F	9.963617348
ATLANTA PUBLIC SCHOO	PARKS MIDDLE	7	RD	HUDSON	26	43	1.653846154	1.8534791	0	8	0	0	1	2	4	5	0.808496006	1.2652424	1.552899	F	3.406823086
ATLANTA PUBLIC SCHOO	PARKS MIDDLE	7	LA	HUDSON	26	87	3.346153846	2.575924	0	13	1	2	3	4	6	6	0.913652604	1.483114	1.78624	F	8.363060217
ATLANTA PUBLIC SCHOO	PARKS MIDDLE	7	MA	HUDSON	26	77	2.961538462	2.8492914	0	10	0	1	2	4	8	8	1.18803249	1.7724323	2.23084	F	5.102108207
ATLANTA PUBLIC SCHOO	PARKS MIDDLE	7	RD	LEWIS	28	53	1.892857143	1.9310194	0	8	0	0.5	1	3	4	5	0.808496006	1.2652424	1.525821	F	4.535020291
ATLANTA PUBLIC SCHOO	PARKS MIDDLE	7	LA	LEWIS	28	68	2.428571429	2.6587183	0	10	0	0.5	1	4	6	8	0.913652604	1.483114	1.754499	F	5.404977085
ATLANTA PUBLIC SCHOO	PARKS MIDDLE	7	MA	LEWIS	28	160	5.714285714	3.8859399	1	15	1	2	5	9	11	12	1.18803249	1.7724323	2.192907	F	13.51288867
ATLANTA PUBLIC SCHOO	PARKS MIDDLE	7	RD	SMILEY	23	86	3.739130435	1.9357261	1	9	1	2	4	5	6	6	0.808496006	1.2652424	1.59996	F	11.10840845
ATLANTA PUBLIC SCHOO	PARKS MIDDLE	7	LA	SMILEY	23	130	5.652173913	2.6390201	2	10	2	3	6	7	9	10	0.913652604	1.483114	1.841405	F	15.32259191
ATLANTA PUBLIC SCHOO	PARKS MIDDLE	7	MA	SMILEY	23	169	7.347826087	4.8580645	0	20	2	3	8	10	13	14	1.18803249	1.7724323	2.296766	F	16.66711431
ATLANTA PUBLIC SCHOO	PARKS MIDDLE	7	RD	SMITH	26	56	2.153846154	1.9736729	0	7	0	1	2	2	5	7	0.808496006	1.2652424	1.552899	F	5.421859753
ATLANTA PUBLIC SCHOO	PARKS MIDDLE	7	LA	SMITH	26	67	2.576923077	2.5639513	0	9	0	1	2	4	7	8	0.913652604	1.483114	1.78624	F	5.718406585
ATLANTA PUBLIC SCHOO	PARKS MIDDLE	7	MA	SMITH	26	114	4.384615385	2.9675164	0	12	2	2	3	6	9	10	1.18803249	1.7724323	2.23084	F	9.196085089
ATLANTA PUBLIC SCHOO	PARKS MIDDLE	7	RD	SWANSTON	27	140	5.185185185	2.542516	0	10	1	4	5	7	9	10	0.808496006	1.2652424	1.538984	F	17.97437765
ATLANTA PUBLIC SCHOO	PARKS MIDDLE	7	MA	SWANSTON	27	65	2.407407407	2.575913	0	9	0	0	2	4	7	8	1.18803249	1.7724323	2.211347	F	3.574781283
ATLANTA PUBLIC SCHOO	PARKS MIDDLE	8	RD	DRAPER	21	124	5.904761905	4.6249839	0	19	1	2	5	8	11	13	0.92335697	1.3850903	1.830111	F	16.48099464
ATLANTA PUBLIC SCHOO	PARKS MIDDLE	8	LA	DRAPER	21	208	9.904761905	7.1126982	1	27	3	6	8	11	21	26	1.039726981	1.6325657	2.108492	F	24.88395683
ATLANTA PUBLIC SCHOO	PARKS MIDDLE	8	MA	DRAPER	21	293	13.95238095	7.8068956	0	32	6	10	12	18	26	28	1.538473622	2.1363255	2.937027	F	26.62874652
ATLANTA PUBLIC SCHOO	PARKS MIDDLE	8	RD	FORD	21	206	9.80952381	7.5935436	0	26	1	3	9	16	19	22	0.92335697	1.3850903	1.830111	F	29.39991227
ATLANTA PUBLIC SCHOO	PARKS MIDDLE	8	LA	FORD	21	201	9.571428571	5.6883339	1	21	1	5	10	14	16	16	1.039726981	1.6325657	2.108492	F	23.94829754
ATLANTA PUBLIC SCHOO	PARKS MIDDLE	8	MA	FORD	21	210	10	5.9245253	3	28	3	7	10	12	17	18	1.538473622	2.1363255	2.937027	F	18.15059796
ATLANTA PUBLIC SCHOO	PARKS MIDDLE	8	RD	MITCHELL	23	78	3.391304348	3.9282095	0	15	0	1	2	5	9	11	0.92335697	1.3850903	1.789791	F	8.545190273
ATLANTA PUBLIC SCHOO	PARKS MIDDLE	8	LA	MITCHELL	23	83	3.608695652	4.7361197	0	18	0	0	2	6	8	14	1.039726981	1.6325657	2.060967	F	7.546612788
ATLANTA PUBLIC SCHOO	PARKS MIDDLE	8	MA	MITCHELL	23	138	6	6.78233	0	23	0	1	4	8	20	21	1.538473622	2.1363255	2.874838	F	10.01566893
ATLANTA PUBLIC SCHOO	PARKS MIDDLE	8	RD	RAY	23	125	5.434782609	3.3415577	0	13	2	3	5	8	10	10	0.92335697	1.3850903	1.789791	F	15.62066956
ATLANTA PUBLIC SCHOO	PARKS MIDDLE	8	LA	RAY	23	110	4.782608696	3.5923722	0	13	1	2	4	7	9	11	1.039726981	1.6325657	2.060967	F	10.99510451
ATLANTA PUBLIC SCHOO	PARKS MIDDLE	8	MA	RAY	23	212	9.217391304	8.8674918	0	40	1	2	7	14	17	17	1.538473622	2.1363255	2.874838	F	17.23838227
ATLANTA PUBLIC SCHOO	PARKS MIDDLE	8	RD	ROGERS	21	105	5	4.1952354	0	15	1	2	4	7	11	13	0.92335697	1.3850903	1.830111	F	13.4875869
ATLANTA PUBLIC SCHOO	PARKS MIDDLE	8	LA	ROGERS	21	110	5.238095238	3.6180763	0	11	1	2	5	8	10	11	1.039726981	1.6325657	2.108492	F	11.78472678
ATLANTA PUBLIC SCHOO	PARKS MIDDLE	8	MA	ROGERS	21	167	7.952380952	4.9343307	0	19	3	5	7	12	14	14	1.538473622	2.1363255	2.937027	F	13.75830413
ATLANTA PUBLIC SCHOO	PARKS MIDDLE	8	RD	WILSON	21	109	5.19047619	3.4873923	1	12	2	2	4	7	11	12	0.92335697	1.3850903	1.830111	F	14.117778
ATLANTA PUBLIC SCHOO	PARKS MIDDLE	8	LA	WILSON	21	101	4.80952381	3.4441116	0	15	2	3	4	6	10	10	1.039726981	1.6325657	2.108492	F	10.58173627
ATLANTA PUBLIC SCHOO	PARKS MIDDLE	8	MA	WILSON	21	140	6.666666667	5.5437653	1	25	1	3	5	10	11	12	1.538473622	2.1363255	2.937027	F	11.00035219

SystemName	SchoolName	Grade	Content	TeacherName	N_students	#_WTR	Mean_classro	Std_classro	Min_	Max_	P10_	P25_	P50_	P75_	P90_	P95_	Mean_state	Std_state	crit_3SD	flag_3SD	Flag_Z
ATLANTA PUBLIC SCHOO	PRICE MIDDLE	7	RD	LOGAR	19	33	1.736842105	1.9391323	0	6	0	0	1	4	5	6	0.808496006	1.2652424	1.679296	F	3.198254297
ATLANTA PUBLIC SCHOO	PRICE MIDDLE	7	LA	SMITH	23	49	2.130434783	3.2235546	0	12	0	0	1	2	6	10	0.913652604	1.483114	1.841405	F	3.934614947
ATLANTA PUBLIC SCHOO	SUTTON MIDDLE	8	RD	TRZCINSKI	23	50	2.173913043	2.0813495	0	9	0	0	2	3	4	5	0.92335697	1.3850903	1.789791	F	4.330011123
ATLANTA PUBLIC SCHOO	SYLVAN HILLS	6	LA	MOORE	17	56	3.294117647	3.5840743	0	14	0	1	2	4	10	14	0.96245521	1.5489992	2.089518	F	6.206388357
ATLANTA PUBLIC SCHOO	SYLVAN HILLS	7	LA	BAILEY LATANYA	16	38	2.375	2.028957	0	7	0	1	2	3.5	6	7	0.913652604	1.483114	2.025988	F	3.941294983
ATLANTA PUBLIC SCHOO	SYLVAN HILLS	7	RD	GRAHAM MURIEL	20	34	1.7	1.3803127	0	4	0	0	2	3	3.5	4	0.808496006	1.2652424	1.657246	F	3.151117268
ATLANTA PUBLIC SCHOO	SYLVAN HILLS	7	MA	PEEPLES CEDRIC	18	56	3.111111111	1.7111705	0	6	1	2	3	4	6	6	1.18803249	1.7724323	2.441331	F	4.603240105
ATLANTA PUBLIC SCHOO	SYLVAN HILLS	7	LA	TURNIPSEED MINN	18	39	2.166666667	2.1760731	0	7	0	0	2	4	6	7	0.913652604	1.483114	1.962373	F	3.584409971
ATLANTA PUBLIC SCHOO	SYLVAN HILLS	8	RD	ABDULLAH N	17	34	2	2.3452079	0	9	0	1	1	2	5	9	0.92335697	1.3850903	1.931158	F	3.204926825
ATLANTA PUBLIC SCHOO	SYLVAN HILLS	8	LA	ABDULLAH N	17	39	2.294117647	1.9610171	0	6	0	1	2	3	6	6	1.039726981	1.6325657	2.227593	F	3.168010524
ATLANTA PUBLIC SCHOO	SYLVAN HILLS	8	LA	SCOTT S	19	42	2.210526316	2.0703984	0	7	0	1	2	3	6	7	1.039726981	1.6325657	2.163336	F	3.125997373
ATLANTA PUBLIC SCHOO	SYLVAN HILLS	8	RD	THOMPSON L	11	28	2.545454545	2.2522716	0	8	1	1	2	4	4	8	0.92335697	1.3850903	2.176218	F	3.884143279
ATLANTA PUBLIC SCHOO	SYLVAN HILLS	8	LA	THOMPSON L	11	35	3.181818182	3.6556308	0	12	0	1	2	5	7	12	1.039726981	1.6325657	2.516438	F	4.351747024
ATLANTA PUBLIC SCHOO	THE BEST ACAD	7	RD	ENGLISH	13	27	2.076923077	2.4987176	0	9	0	0	2	2	4	9	0.808496006	1.2652424	1.861241	F	3.614626707
ATLANTA PUBLIC SCHOO	THE BEST ACAD	7	RD	HOOKER	12	28	2.333333333	3.1430539	0	10	0	0	1	3	7	10	0.808496006	1.2652424	1.904228	F	4.174845543
ATLANTA PUBLIC SCHOO	THE BRIDGE	7	LA	PANN	4	15	3.75	1.5	2	5	2	2.5	4	5	5	5	0.913652604	1.483114	3.138324	F	3.824854307
ATLANTA PUBLIC SCHOO	TURNER MIDDLE	6	RD	BROWN	21	80	3.80952381	2.9768952	0	9	0	1	4	6	8	8	0.819264393	1.3027204	1.672095	F	10.51882653
ATLANTA PUBLIC SCHOO	TURNER MIDDLE	6	MA	BROWN	21	176	8.380952381	8.3094897	0	27	1	1	5	16	20	20	1.426791613	1.9623941	2.71148	F	16.23933127
ATLANTA PUBLIC SCHOO	TURNER MIDDLE	6	RD	CULPEPPER	24	75	3.125	3.3532917	0	11	0	1	2	5	9	11	0.819264393	1.3027204	1.617014	F	8.670894583
ATLANTA PUBLIC SCHOO	TURNER MIDDLE	6	MA	CULPEPPER	24	284	11.83333333	7.6024405	1	27	2	4.5	11	18	20	25	1.426791613	1.9623941	2.628508	F	25.97920266
ATLANTA PUBLIC SCHOO	TURNER MIDDLE	6	RD	DAVIS	24	72	3	2.7662563	0	10	0	1	3	4	7	10	0.819264393	1.3027204	1.617014	F	8.20082255
ATLANTA PUBLIC SCHOO	TURNER MIDDLE	6	LA	DAVIS	24	57	2.375	2.5162515	0	11	0	0	2	4	5	5	0.96245521	1.5489992	1.91102	F	4.467418713
ATLANTA PUBLIC SCHOO	TURNER MIDDLE	6	MA	DAVIS	24	276	11.5	9.0984949	0	31	1	3	13	17	24	27	1.426791613	1.9623941	2.628508	F	25.14705933
ATLANTA PUBLIC SCHOO	TURNER MIDDLE	6	RD	WORD	20	49	2.45	3.300319	0	10	0	0	1	4	8	9	0.819264393	1.3027204	1.693156	F	5.598186093
ATLANTA PUBLIC SCHOO	TURNER MIDDLE	6	MA	WORD	20	97	4.85	6.7922169	0	22	0	0	1	11	14.5	19	1.426791613	1.9623941	2.743206	F	7.801212402
ATLANTA PUBLIC SCHOO	TURNER MIDDLE	7	RD	B JONES	16	31	1.9375	1.8427787	0	7	0	1	1.5	2.5	4	7	0.808496006	1.2652424	1.757428	F	3.569289253
ATLANTA PUBLIC SCHOO	TURNER MIDDLE	7	RD	BALL RIVNER	16	30	1.875	1.9621417	0	5	0	0.5	1	4	5	5	0.808496006	1.2652424	1.757428	F	3.371698651
ATLANTA PUBLIC SCHOO	TURNER MIDDLE	7	LA	BALL RIVNER	16	43	2.6875	2.9147613	0	11	0	1	2	3	8	11	0.913652604	1.483114	2.025988	F	4.784116263
ATLANTA PUBLIC SCHOO	TURNER MIDDLE	7	MA	BALL RIVNER	16	78	4.875	4.4553339	0	13	0	1.5	3.5	9.5	12	13	1.18803249	1.7724323	2.517357	F	8.320695667
ATLANTA PUBLIC SCHOO	TURNER MIDDLE	7	MA	CLAY	18	62	3.444444444	3.9440532	0	13	0	1	2	6	11	13	1.18803249	1.7724323	2.441331	F	5.401134352
ATLANTA PUBLIC SCHOO	TURNER MIDDLE	7	LA	LEONARD	20	50	2.5	2.7625313	0	10	0	0.5	2	3.5	6.5	9.5	0.913652604	1.483114	1.908556	F	4.783422885
ATLANTA PUBLIC SCHOO	TURNER MIDDLE	7	MA	LEONARD	20	143	7.15	5.8873191	0	21	1.5	3	5	11	16.5	19	1.18803249	1.7724323	2.377016	F	15.04301674
ATLANTA PUBLIC SCHOO	TURNER MIDDLE	7	MA	THOMAS	17	133	7.823529412	7.747865	0	28	0	1	6	13	17	28	1.18803249	1.7724323	2.477666	F	15.43576822
ATLANTA PUBLIC SCHOO	TURNER MIDDLE	8	RD	BAYNES	13	29	2.230769231	2.712743	0	10	0	1	1	3	4	10	0.92335697	1.3850903	2.075822	F	3.403346392
ATLANTA PUBLIC SCHOO	TURNER MIDDLE	8	RD	BLAIR	12	28	2.333333333	2.2696949	0	8	0	1	1.5	3.5	4	8	0.92335697	1.3850903	2.12288	F	3.526341592
ATLANTA PUBLIC SCHOO	TURNER MIDDLE	8	MA	BLAIR	12	141	11.75	9.05664	0	30	1	3.5	13	17	21	30	1.538473622	2.1363255	3.388586	F	16.55822821
ATLANTA PUBLIC SCHOO	TURNER MIDDLE	8	RD	CARR	10	32	3.2	2.8982753	0	9	0	1	3	5	7.5	9	0.92335697	1.3850903	2.237369	F	5.197767678
ATLANTA PUBLIC SCHOO	TURNER MIDDLE	8	MA	CARR	10	47	4.7	4.398232	0	13	0.5	1	3.5	9	11	13	1.538473622	2.1363255	3.56517	F	4.679822562
ATLANTA PUBLIC SCHOO	TURNER MIDDLE	8	RD	CHAPMAN	9	28	3.111111111	3.6893239	0	10	0	0	1	6	10	10	0.92335697	1.3850903	2.308447	F	4.738508821
ATLANTA PUBLIC SCHOO	TURNER MIDDLE	8	LA	CHAPMAN	9	25	2.777777778	2.538591	0	8	0	1	3	3	8	8	1.039726981	1.6325657	2.672293	F	3.193839303
ATLANTA PUBLIC SCHOO	TURNER MIDDLE	8	MA	CHAPMAN	9	47	5.222222222	6.0781942	0	17	0	1	2	8	17	17	1.538473622	2.1363255	3.674799	F	5.173015929
ATLANTA PUBLIC SCHOO	TURNER MIDDLE	8	RD	CRAWFORD	13	32	2.461538462	2.6961511	0	9	0	1	2	3	7	9	0.92335697	1.3850903	2.075822	F	4.004065578
ATLANTA PUBLIC SCHOO	TURNER MIDDLE	8	MA	CRAWFORD	13	129	9.923076923	7.331002	1	20	1	2	9	17	19	20	1.538473622	2.1363255	3.316004	F	14.15098834
ATLANTA PUBLIC SCHOO	TURNER MIDDLE	8	MA	MUKONO	10	53	5.3	5.4782398	0	15	0	0	4.5	10	12.5	15	1.538473622	2.1363255	3.56517	F	5.567967465
ATLANTA PUBLIC SCHOO	TURNER MIDDLE	8	RD	NUNN	11	56	5.090909091	5.7698275	0	15	0	0	2	12	12	15	0.92335697	1.3850903	2.176218	F	9.979282261
ATLANTA PUBLIC SCHOO	TURNER MIDDLE	8	MA	NUNN	11	82	7.454545455	9.0372965	0	27	0	0	2	14	18	27	1.538473622	2.1363255	3.470853	F	9.18464465
ATLANTA PUBLIC SCHOO	TURNER MIDDLE	8	RD	SAWYER	11	48	4.363636364	5.162804	0	16	0	0	1	8	8	16	0.92335697	1.3850903	2.176218	F	8.23781398
ATLANTA PUBLIC SCHOO	TURNER MIDDLE	8	MA	SAWYER	11	49	4.454545455	4.0832251	0	12	0	1	4	9	9	12	1.538473622	2.1363255	3.470853	F	4.527173489
ATLANTA PUBLIC SCHOO	TURNER MIDDLE	8	RD	SMITH	18	51	2.833333333	3.6014703	0	14	0	0	2	4	9	14	0.92335697	1.3850903	1.902764	F	5.850408204
ATLANTA PUBLIC SCHOO	TURNER MIDDLE	8	MA	SMITH	18	75	4.166666667	4.780475	0	17	0	0	2.5	8	10	17	1.538473622	2.1363255	3.049084	F	5.219466222
ATLANTA PUBLIC SCHOO	UNIVERSITY CO	6	RD	MCCLAIN MELVIN	23	54	2.347826087	1.8975749	0	6	0	1	2	4	6	6	0.819264393	1.3027204	1.634172	F	5.627242992
ATLANTA PUBLIC SCHOO	UNIVERSITY CO	6	LA	MCCLAIN MELVIN	23	102	4.434782609	2.776952	0	10	1	2	4	7	8	8	0.96245521	1.5489992	1.931421	F	10.75061714
ATLANTA PUBLIC SCHOO	UNIVERSITY CO	6	MA	MCCLAIN MELVIN	23	97	4.217391304	2.7953943	0	12	1	2	4	6	7	9	1.426791613	1.9623941	2.654354	F	6.819856351
ATLANTA PUBLIC SCHOO	UNIVERSITY CO	6	RD	WILLIAMS WANDA	20	47	2.35	1.7851729	0	6	0	0.5	2.5	3.5	4.5	5.5	0.819264393	1.3027204	1.693156	F	5.254894018

SystemName	SchoolName	Grade	Content	TeacherName	N_students	#_WTR	Mean_classro	Std_classro	Min_	Max_	P10_	P25_	P50_	P75_	P90_	P95_	Mean_state	Std_state	crit_3SD	flag_3SD	Flag_Z
ATLANTA PUBLIC SCHOO	UNIVERSITY CO	6	LA	WILLIAMS WANDA	20	74	3.7	2.8672378	0	8	0.5	1	3	6.5	8	8	0.96245521	1.5489992	2.001555	F	7.903601626
ATLANTA PUBLIC SCHOO	UNIVERSITY CO	6	MA	WILLIAMS WANDA	20	82	4.1	5.0979872	0	16	0	1	2	6	14.5	16	1.426791613	1.9623941	2.743206	F	6.092023641
ATLANTA PUBLIC SCHOO	UNIVERSITY CO	8	RD	CLYNE CHRISTINE	17	57	3.352941176	3.5696844	0	11	0	1	2	6	10	11	0.92335697	1.3850903	1.931158	F	7.232331774
ATLANTA PUBLIC SCHOO	UNIVERSITY CO	8	LA	CLYNE CHRISTINE	17	54	3.176470588	3.6782349	0	16	0	1	3	4	5	16	1.039726981	1.6325657	2.227593	F	5.396425864
ATLANTA PUBLIC SCHOO	UNIVERSITY CO	8	MA	CLYNE CHRISTINE	17	116	6.823529412	3.728862	0	13	1	5	7	9	12	13	1.538473622	2.1363255	3.092879	F	10.20015131
ATLANTA PUBLIC SCHOO	UNIVERSITY CO	8	RD	ELKO SHAWN	18	52	2.888888889	3.9539837	0	16	0	1	1.5	2	9	16	0.92335697	1.3850903	1.902764	F	6.020579251
ATLANTA PUBLIC SCHOO	YOUNG MIDDLE	6	RD	C LONG	20	35	1.75	2.0742786	0	8	0	1	1	2	4.5	7.5	0.819264393	1.3027204	1.693156	F	3.195141572
ATLANTA PUBLIC SCHOO	YOUNG MIDDLE	6	LA	R PATTERSON	25	52	2.08	2.3965253	0	7	0	0	1	4	6	7	0.96245521	1.5489992	1.891855	F	3.607312387
ATLANTA PUBLIC SCHOO	YOUNG MIDDLE	8	RD	A BOLLES	21	45	2.142857143	2.2200386	0	8	0	0	2	3	4	7	0.92335697	1.3850903	1.830111	F	4.034720341
ATLANTA PUBLIC SCHOO	YOUNG MIDDLE	8	LA	A BOLLES	21	49	2.333333333	2.4358435	0	10	0	1	2	3	5	6	1.039726981	1.6325657	2.108492	F	3.631124402
ATLANTA PUBLIC SCHOO	YOUNG MIDDLE	8	RD	A MICACCHIONE	18	42	2.333333333	3.7885276	0	16	0	0	1	3	5	16	0.92335697	1.3850903	1.902764	F	4.318868779
ATLANTA PUBLIC SCHOO	YOUNG MIDDLE	8	LA	A MICACCHIONE	18	41	2.277777778	2.696524	0	8	0	0	1	5	6	8	1.039726981	1.6325657	2.194125	F	3.217392594
ATLANTA PUBLIC SCHOO	YOUNG MIDDLE	8	LA	D JOHNSON	23	57	2.47826087	3.7400725	0	13	0	0	1	2	9	12	1.039726981	1.6325657	2.060967	F	4.225842986
ATLANTA PUBLIC SCHOO	YOUNG MIDDLE	8	RD	F RUFFIN	21	39	1.857142857	3.054271	0	13	0	0	1	2	5	6	0.92335697	1.3850903	1.830111	F	3.089433685
ATLANTA PUBLIC SCHOO	YOUNG MIDDLE	8	MA	F RUFFIN	21	65	3.095238095	3.1607715	0	14	0	1	3	4	6	7	1.538473622	2.1363255	2.937027	F	3.339374578
ATLANTA PUBLIC SCHOO	YOUNG MIDDLE	8	RD	H CAULE	19	39	2.052631579	2.0942695	0	7	0	0	2	4	5	7	0.92335697	1.3850903	1.876641	F	3.553843411
ATLANTA PUBLIC SCHOO	YOUNG MIDDLE	8	RD	I HADLEY	24	47	1.958333333	1.1601786	0	5	0	1	2	3	3	3	0.92335697	1.3850903	1.771548	F	3.660648055
ATLANTA PUBLIC SCHOO	YOUNG MIDDLE	8	MA	I HADLEY	24	96	4	2.8130132	0	10	1	2	3.5	5	9	10	1.538473622	2.1363255	2.8467	F	5.644723744
ATLANTA PUBLIC SCHOO	YOUNG MIDDLE	8	MA	T CRAVENS	16	55	3.4375	3.305929	0	10	0	1	2.5	6	9	10	1.538473622	2.1363255	3.140718	F	3.555687343

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EDUCATION

Ph.D.	1991 - Michigan State University; East Lansing, MI Major: Measurement, Evaluation, and Research Design Emphasis Areas: Educational Measurement, Quantitative Research Methods, Educational Policy
M.A.	1983 - Michigan State University; East Lansing, MI Major: Curriculum and Instruction Emphasis Areas: Curriculum, Learning Theory
B.A.	1979 - Michigan State University; East Lansing, MI Major: Elementary Education Emphasis Areas: Social Studies major, Math/Science minor
A.A.	1977 - Northwestern Michigan College; Traverse City, MI Major: Journalism

CERTIFICATES AWARDED

1979 - Michigan Elementary Provisional Teaching Certificate (K-9)
1983 - Michigan Continuing Elementary Teaching Certificate (K-9)
1987 - Iowa Professional Elementary Certificate
1988 - Iowa Elementary Principal Certificate
1992 - Ohio Elementary Teacher Certificate (K-9)

PROFESSIONAL EXPERIENCES

Professor of Educational Measurement and Evaluation (tenured) - School of Education, University of North Carolina at Chapel Hill (2002-present).

Associate Professor of Educational Measurement and Evaluation (tenured) - School of Education, University of North Carolina at Chapel Hill (1999-2001).

Associate Professor of Educational Research and Measurement (tenured) - College of Education, University of Toledo, Toledo, OH (1995-1999).

Assistant Professor of Educational Research and Measurement - College of Education, University of Toledo, Toledo, OH (1991-1995). Taught graduate courses in testing, psychometric theory, statistics, and research design; provided research and measurement consultation to other faculty; advised graduate students; served on departmental and college-level committees; conducted research in areas of specialization and developed service relationships with local school districts

Program Manager - American College Testing Program, Inc. (ACT); Iowa City, IA (1987-1991). Provided measurement expertise and program management for medical and allied health licensure and certification programs. Responsibilities included test development, client consultation, statistical analyses of test results, supervision of item writing, equating examination forms, conducting client meetings, preparing and delivering instructional seminars to health professions groups, conducting passing score studies, scheduling, proposal writing, budget monitoring, and consultation with other ACT departments

Test Development Consultant - Michigan Educational Assessment Program (MEAP); Lansing, MI (1985-1986). Assisted in development of objectives-based, state-wide, every-pupil testing in Michigan State Board of Education approved subjects. Responsibilities included: participation in Reading and Career Development test development projects; supervision of item writing teams; item editing; psychometric consultation; participation in scoring, formatting, and reporting decisions; composing Requests for Proposals and evaluation of responses

Educational Policy Researcher - Michigan Senate Policy and Programs Office; Lansing, MI (1985). Performed research, analyses, policy option development and recommendations on pending/proposed legislation on education issues (emphases on student testing, dropout prevention, liability insurance, teacher shortages, home schooling, and teacher competency testing)

Statistics Instructor - Michigan State University; East Lansing, MI (1987, 1988, 1991, 1994). Taught graduate-level courses in statistics and educational research methods on the MSU campus, in Thailand, in Brazil, and in the Philippines.

Educational Psychology Instructor - Michigan State University; East Lansing, MI (1984-1987). Taught undergraduate educational psychology course.

Elementary and Middle School Teacher - Traverse City, MI (1979-1984). Taught grades 2, 4, 4/5, and 6/7. Taught all subjects in grades 2 and 4; computer science and physical education for grades 6 and 7.

COMMITTEE WORK, PROFESSIONAL MEMBERSHIPS, SERVICE, AND HONORS

* Vice-President (2011-2012), President-elect, National Council on Measurement in Education
* Member, American Educational Research Association, 1986-present
* Member, National Council for Measurement in Education, 1986-present
* Member, North Carolina Association for Research in Education, 2000-2002
* Secretary, Professional Licensure and Certification-SIG, 1999-2002
* Secretary, AERA Division D (Measurement and Research Methodology) 2004-2006
* Member, program participant, Classroom Assessment-SIG (AERA), 1995-present
* Member, program participant, Families as Educators-SIG (AERA), 1987-1992; program committee 1988, 1990-1991
* Proposal Reviewer, NCME, AERA Divisions D, H, I, J, and various Special Interest Groups, 1991-present

* Manuscript Reviewer, *American Educational Research Journal*, 1994-1997
* Manuscript Reviewer, *Applied Measurement in Education*, 1992-present
* Manuscript Reviewer, *Contemporary Educational Psychology*, 1999
* Manuscript Reviewer, *Educational Assessment*, 1997-present
* Manuscript Reviewer, *Educational Evaluation and Policy Analysis*, 1993
* Manuscript Reviewer, *Educational Measurement: Issues and Practice,* 1991-present

Committee Work, Professional Memberships, Service, and Honors (cont=d)

* Manuscript Reviewer, *Educational Policy*, 1990, 1993
* Manuscript Reviewer, *Educational Researcher*, 1994-present
* Manuscript Reviewer, *Journal of Educational Measurement*, 1992-present
* Manuscript Reviewer, *Journal of Educational Psychology*, 1992-1995
* Manuscript Reviewer, *Review of Educational Research*, 1998
* Manuscript Reviewer, *Applied Psychological Measurement*, 2003-present

* Member, Chair, AERA E. F. Lindquist Award Committee, 2008-2010
* Member, Chair, AERA Palmer O. Johnson Award Committee, 2006-2008
* Member, AERA Outreach and Professional Liaison Committee, 2001-2004
* Member, AERA Review of Research Award Committee, 1991-1993
* Member, AERA Publications Committee, 1992-1995
* Member, NCME Nominations Committee, 2001-2002
* Member, NCME Standards and Test Use Committee, 1995-1999
* Member, NCME Career Award Committee, 1999-2000
* Chair, NCME Standards and Test Use Committee, 2008-present
* Co-Chair, Joint Committee on Testing Practices, 2003-2006

* Editorial Board, *Journal of Educational Measurement*, 2003-2008
* Editorial Board, *Educational Researcher*, 2007-2009
* Editorial Board, *Educational Measurement: Issues and Practice*, 2003-2008
* Editorial Board, *Applied Measurement in Education,* 2001-present
* Editorial Board, *Educational and Psychological Measurement*, 2004-present
* Editorial Board, *Home School Researcher*, 1990-present
* Editorial Board, *NCME Newsletter*, 1999-2003
* Editor, special issue on vertically moderated standard setting, *Applied Measurement in Education*, 2005

* Member, Smarter/Balanced Assessment Consortium Technical Advisory Panel, 2010-
* Member, National Assessment Governing Board (NAGB), 2007-2009
* Member, United States Department of Education, Advisory Council on Education Statistics, 2001-2003
* Member, United States Department of Education, National Technical Advisory Council, 2008-2009
* Member, National Advisory Committee, Buros Institute of Mental Measurement, 2004-present
* Contributor, *Standards for Educational Evaluation of Students* (Joint Committee on Standards for Educational Evaluation)
* Member, NCME Ad-Hoc Committee on ITEMS publication, 2000-2002.
* Elected Member, Vice-President, Sylvania (OH) Public Schools Board of Education, 1997-1999
* Advisory Board, National Home Education Research Institute, 1990-present
* Member, North American Business Research Advisory Board, University of Toledo, 1996-1999

* Awardee, Buros Institute for Mental Measurement, *Distinguished Reviewer Award,* 2005
* Awardee, AERA Division D award for *Significant Contribution to Educational Measurement and Research Methodology*, 2006
* Awardee, NCME Award for *Outstanding Dissemination of Educational Measurement*

BOOKS, BOOK CHAPTERS, and MONOGRAPHS

Cizek, G. J. (Ed.) (in preparation). *Setting performance standards: Foundations, methods, and innovations.* New York: Routledge.

Cizek, G. J., & Natriello, G. (Eds.). (in preparation). *Handbook of teacher evaluation.* Thousand Oaks, CA: SAGE.

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Cizek, G. J. (2007). Formative classroom assessment and large-scale assessment: Implications for future research and development. In J. A. McMillan (Ed.), *Formative classroom assessment* (pp. 99-115). New York: Teachers College Press.

Cizek, G. J., & Bunch, M. (2007). Standard setting: A practitioner=s guide to establishing and evaluating performance standards on tests. Thousand Oaks, CA: SAGE.

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Cizek, G. J., Crocker, L., Frisbie, D. A., Mehrens, W. A., & Stiggins, R. J. (2006). A tribute to Robert L. Ebel: Scholar, teacher, mentor, and statesman. *Educational Measurement: Issues and Practice, 25*(1), 23-32.

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proficiency testing and state education reform initiatives. *Educational Assessment, 7*(4), 283-302.

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Cizek, G. J. (2001). Detecting and preventing cheating on credentialing examinations. *CLEAR Exam Review*, 12, 14-21.

Cizek, G. J. (2001). Cheating to the test. *Education Matters Journal, 1*(1), 40-47.

Cizek, G. J. (2000). Review of *Contemporary assessment for educators* [book review]. *Journal of Educational Measurement, 37,* 179-185.

Cizek, G. J. (2000). Pockets of resistance in the assessment revolution. *Educational Measurement: Issues and Practice, 19*(2), 16-23, 33.

Cizek, G. J., & Fitzgerald, S. M. (1999). An introduction to logistic regression. *Measurement and Evaluation in Counseling and Development, 31,* 223-245

Cizek, G. J., & Robinson, K. L., & O'Day, D. M. (1998). Nonfunctioning options: A closer look. *Educational and Psychological Measurement, 58*(4), 605-611.

Cizek, G. J. (1998). Review of *Office Skills Series*. In J. C. Impara & B. S. Plake (Eds.), *Thirteenth mental measurements yearbook* (pp. 706-708). Lincoln, NE: Buros Institute of Mental Measurements.

Cizek, G. J. (1998). Review of *Team Development Survey*. In J. C. Impara & B. S. Plake (Eds.), *Thirteenth mental measurements yearbook* (pp. 1002-1003). Lincoln, NE: Buros Institute of Mental Measurements.

Cizek, G. J., Rachor, R. E., & Fitzgerald, S. F. (1996). Teachers' assessment practices: Preparation, isolation, and the kitchen sink. *Educational Assessment, 3*(2), 159-179.

Cizek, G. J. (1996). Setting passing scores. *Educational Measurement: Issues and Practice, 15*(2), 20-31.

Cizek, G. J. (1996). Standard-setting guidelines. *Educational Measurement: Issues and Practice, 15*(1), 13-21, 12.

Cizek, G. J. (1996). The hegemony of the narrative: Reflections on the contours of social science research. *Review of Higher Education, 19*(2), 227-236.

Cizek, G. J. (1995). Review of *Professional Employment Test*. In J. J. Kramer & J. C. Conoley (Eds.), *Twelfth mental measurements yearbook* (pp. 818-820). Lincoln, NE: Buros Institute of

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Cizek, G. J., Webb, L. C., & White, A. S. (1990). *Criterion-referenced standard setting: A User's Guide*. Iowa City, IA: ACT Publications.

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Cizek, G. J. (1990). Sloppy reasoning about testing. *California School Boards Journal, 49*(2), 9-11.

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Beechick, R., Cizek, G. J., & Bumcrot, C. (1990). Glossary of testing terms. *The Teaching Home, 8*(1), 30.

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Cizek, G. J. (1989). Planning and presenting a lesson. *The Teaching Home, 7*(5), 25-28.

Cizek, G. J. (1989). *GSCORE/EQANAL User's Manual*. Iowa City, IA: American College Testing Program.

Numerous proposals, technical reports, evaluation reports, and research reports.

CONFERENCE PAPERS AND PROFESSIONAL PRESENTATIONS

Cizek, G. J. (2010, November). *Toward a reconceptualization of validity theory: Validation of score inferences and justification of test use.* Invited presentation for inaugural distinguished lecture series, College of Education, University of Texas—Austin.

Cizek, G. J. (2010, October). *Translating standards into assessments: The opportunities and challenges of a common core.* Invited paper presentation to a symposium on Common Core Assessments. Washington, DC: Brookings Institution.

Cizek, G. J. (2010, October). *Reconceptualizing validity and the place of consequences.* Invited keynote address to the ASI Annual Research Conference, Ottawa, Ontario, Canada.

Cizek, G. J., Church, K., & Bowen, D (2010, September).*Sources of validity evidence for educational and psychological tests: A follow-up study.* Poster presented at the UNC School of Education 125th anniversary research symposium, Chapel Hill, NC.

Cizek, G. J., Bowen, D., & Church, K. (2010, May). *Sources of validity evidence for educational and psychological tests: A follow-up study.* Paper presented at the annual meeting of the National Council on Measurement in Education, Denver, CO.

Cizek, G. J. (2009e, November). *Error of measurement: Validity and the place of consequences.* Invited lecture, University of Minnesota, College of Education, Minneapolis, MN.

Cizek, G. J. (2009d, October). *Error of measurement: Reconsidering validity theory and the place of consequences.* Invited address, National Institute of Testing and Evaluation, Jerusalem, Israel.

Cizek, G. J. (2009c, October). *Fundamentals of psychometrics.* Invited presentation to the Federation of State Boards of Physical Therapy, San Diego, CA.

Cizek, G. J. (2009b, October). *Setting performance standards on licensure examinations.* Invited presentation to the Federation of State Boards of Physical Therapy, San Deigo, CA.

Cizek, G. J. (2009a, April). *Reliability and validity of information about student achievement: Comparing large-scale and classroom testing contexts.* Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Cizek, G. J. (2008, October a). *Error of measurement: Reconsidering validity theory and the place of consequences.* Invited address, 12th annual William E. Coffman Invited Lecture, University of Iowa, Iowa City, IA.

Cizek, G. J. (2008, October b). *An introduction to setting performance standards. Invited presentation*, University of Iowa, Iowa City, IA.

Cizek, G. J. (2008, September). *Test security: A primer and current issues.* Keynote address for the annual meeting of the National College Testing Association, Baltimore, MD.

Cizek, G. J. (2008, June). *State assessment programs and the problem of cheating: How to fail.* Presentation at the National Conference on Student Assessment, Orlando, FL.

Cizek, G. J. (2008, March c). *AERA, unaffiliated organizations, and remora: An introduction to NCME.* Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Conference Papers and Professional Presentations (continued)

Cizek, G. J. (2008, March b). *Standard setting challenges in the context of augmented achievement testing.* Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Cizek, G. J. (2008, March a). *The future of educational measurement.* Invited presentation at the annual meeting of the National Council on Measurement in Education, New York, NY.

Cizek, G. J. (2008, February). *Reconsidering the place of consequences in validity theory and practice.* Invited presentation to MetaMetrics, Durham, NC.

Cizek, G. J. (2007f, October). *Fundamentals of test item writing and analysis.* Invited presentation to the University of North Carolina School of Medicine, Chapel Hill, NC.

Cizek, G. J. (2007e, August). *Introduction to modern validity theory and practice.* Invited presentation to the National Assessment Governing Board, McLean, VA.

Cizek, G. J. (2007d, May). *Chronicling and questioning validity: Mental Measurements Yearbook as a context for investigating sources of evidence for high-stakes tests.* Paper presented at the Invitational Conference of the Buros Institute of Mental Measurements, Lincoln, NE.

Cizek, G. J., Rosenberg, S., & Koons, H. (2007c, April). *Sources of validity evidence for educational and psychological tests.* Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Cizek, G. J. (2007b, March). *Fundamentals of psychometrics.* Invited presentation to the Federation of State Boards of Physical Therapy, Milwaukee, WI.

Cizek, G. J. (2007a, March). *Setting performance standards on licensure examinations*. Invited presentation to the Federation of State Boards of Physical Therapy, Milwaukee, WI.

Cizek, G. J. (2006e, July). *Possibly intended consequences of high-stakes testing.* Keynote address, annual meeting of the New York Schools Data Analysis Group, Saratoga Springs, NY.

Cizek, G. J. (2006f, July). *Setting standards, including vertically-moderated standard setting.* Invited presentation at the annual meeting of the New York Schools Data Analysis Group, Saratoga Springs, NY.

Cizek, G. J. (2006e, April). *Test consequences, test validity, and testing policy.* Symposium presentation at the annual meeting of the American Educational Research Association, San Francisco, CA.

Cizek, G. J. (2006d, April). *Tricks of the trade: Decisions made, risks taken, and opportunities seized by accomplished researchers throughout their careers*. Inhibited presentation at the annual meeting of the American Educational Research Association, San Francisco, CA.

Cizek, G. J. (2006c, April). *A systemic approach to test security.* Paper presented at the annual meeting of the National Council on Measurement in Education, San Francisco, CA.

Cizek, G. J. (2006b, February). *Enhancing test security: A comprehensive approach* Invited workshop, Association of Test Publishers annual meeting, Orlando, FL.

Conference Papers and Professional Presentations (continued)

Cizek, G. J. (2006a, January). *Enhancing and monitoring Test Security: Individual and systemic aspects.* Invited presentation to the National Council on Education Statistics/Council of Chief State School Officers Joint Conference, LaJolla, CA.

Cizek, G. J. (2005a, August). *Cheating on tests: A systemic perspective.* presentation at the 2nd annual Lexile National Reading Conference, Durham, NC.

Cizek, G. J. (2005b, August). *Testing myths.* Keynote address, 2nd Annual Lexile National Reading Conference, Durham, NC.

Cizek, G. J. (2005c, September). *Psychometrics of the National Physical Therapy Examination.* Invited presentation, annual meeting of the Federation of State Boards of Physical Therapy, Austin, TX.

Cizek, G. J. (2005d, April). *Setting and reviewing the passing standard.* Keynote address, annual meeting Federation of State Boards of Physical Therapy, Austin, TX.

Cizek, G. J. (2005e, April). *Testing myths.* Invited presentation, annual meeting of the American Educational Research Association, Montreal, PQ, Canada.

Cizek, G. J. (2005f, April). *Portrait of the artist as a young psychometrician.* Presentation to the annual meeting of the American Educational Research Association, Montreal, PQ, Canada.

Cizek, G. J. (2005g, April). *Personal and systemic influences on integrity in testing.* Paper presented to the annual meeting of the National Council on Measurement in Education, Montreal, PQ, Canada.

Cizek, G. J. (2005h, April). *A look the other way: From measurement practice to theory.* Presentation to the annual meeting of the National Council on Measurement in Education, Montreal, PQ, Canada.

Cizek, G. J. (2005i, April). *Formative classroom assessment and large-scale testing: The state of the union.* Paper presented at the annual meeting of the American Educational Research Association, Montreal, PQ, Canada.

Cizek, G. J. (2005j, April). *High-stakes testing: Contexts, characteristics, critiques, and consequences.* Paper presented to the annual meeting of the National Council on Measurement in Education, Montreal, PQ, Canada.

Cizek, G. J. (2005k, February). *Individual vs. systemic aspects of cheating: Test score corruption in context*. Invited address, 19th annual Texas Assessment Conference, Austin, TX.

Cizek, G. J. (2004a, November). *High-stakes testing: Myths and consequences*. Keynote address, Florida Educational Research Association annual meeting, Tampa, FL.

Cizek, G. J. (2004b, November). *Setting performance standards: Concepts and methods*. Invited presentation, Florida Educational Research Association annual meeting, Tampa, FL.

Cizek, G. J. (2004c, July). *More unintended consequences of high-stakes testing*. Invited presentation to the Council of Chief State School Officers annual curriculum and assessment conference, Baltimore, MD.

Conference Papers and Professional Presentations (continued)

Cizek, G. J. (2004d, April). *Protecting the integrity of computer-adaptive tests: Results of a legal challenge.* Presentation to the annual meeting of the American Educational Research Association, San Diego, CA.

Cizek, G. J. (2004e, April). *Robert Ebel: Educational statesman.* Presentation to the annual conference of the National Council on Measurement in Education, San Diego, CA.

Cizek, G. J. (2004f, February). *Test cheating: Problems and solutions.* Presentation to the annual conference of the Association of Test Publishers, Palm Springs, CA.

Cizek, G. J. (2003, November). *PhDs say the darndest things (about testing).* Invited address to the annual meeting of the Virginia Association of Test Directors, Richmond, VA.

Cizek, G. J. (2003a, October). *Three critical issues in assessment.* Invited Keynote Address to the annual meeting of the Arizona Educational Research Organization, Phoenix, AZ.

Cizek, G. J. (2003b, October). *Contemporary methods and issues in setting performance standards.* Invited workshop presentation for the annual meeting of the Arizona Educational Research Organization, Phoenix, AZ.

Cizek, G. J. (2003a, February). *More unintended consequences of high-stakes testing.* Invited address to the Joint Meeting of the Texas Association of Collegiate Testing Personnel and the Texas Annual Assessment Conference, Austin, TX.

Cizek, G. J. (2003b, February). *Consequences of Testing: There=s the rub.* Invited presentation to the Joint Meeting of the Texas Association of Collegiate Testing Personnel and the Texas Annual Assessment Conference, Austin, TX.

Cizek, G. J. (2002, November). *High-stakes testing consequences: There=s the rub.* Invited plenary presentation to the Virginia Association of Test Directors, Richmond, VA.

Cizek, G. J. (2002a, May). *Accountability for what? Rounding out the accountability picture.* Presentation at the Ohio Charter Schools Annual Conference, Columbus, OH.

Cizek, G. J., & Pinkerton, T. (2002b, May). *The Dayton assessment project.* Presentation at the Ohio Charter Schools Annual Conference, Columbus, OH.

Cizek, G. J., & Pammer, M. (2002c, May). *Choosing valid instruments for effective assessment.* Presentation at the Ohio Charter Schools Annual Conference, Columbus, OH.

Cizek, G. J. (2002a, April). *Standard setting using the item mapping approach.* Invited presentation to the Texas State Board of Education, Austin, TX.

Cizek, G. J. (2002b, April). (Re)forming the triennial travesties. Presentation at the annual meeting of the American Educational Research Association, New Orleans, LA.

Cizek, G. J. (2002, February). *Unintended consequences of high-stakes testing.* Invited presentation to the Buffalo area Phi Delta Kappa chapter, Williamsville, NY.

Conference Papers and Professional Presentations (continued)

Cizek, G. J. (2001a, April). *Testing accommodations: Raising a white flag or waving a checkered one?* Symposium presentation at the annual meeting of the National Council on Measurement in Education, Seattle, WA.

Cizek, G. J. (2001b, April). *Disseminating stories in education: Power and the physicist's plea.* Paper presented at the annual meeting of the American Educational Research Association, Seattle, WA.

Cizek, G. J. (2001c, April). *An overview of issues concerning cheating on large-scale tests*. Paper presented at the annual meeting of the National Council on Measurement in Education, Seattle, WA.

Cizek, G. J. (2001d, April). *Unintended consequences of high-stakes pupil testing programs.* Invited presentation, Virginia Commonwealth University College of Education, Richmond, VA.

Cizek, G. J. (2001a, March). *High-stakes testing and accountability systems: Unintended consequences, unrecognized benefits.* Invited presentation to the New York State Education Department Conference on Validity in Testing, Albany, NY.

Cizek, G. J. (2001b, March). *Accountability and assessment for charter school operators*. Invited presentation to the annual meeting of the New York Charter Schools Association, New York, NY.

Cizek, G. J. (2001c, March). *Elements of an effective assessment component for charter schools*. Invited presentation to the New York Charter Schools Resource Center Conference, New York, NY.

Cizek, G. J. (2001, January). *Unanticipated consequences of high-stakes testing.* Paper presented at the annual North Carolina Department of Public Instruction Accountability Conference, Greensboro, NC.

Cizek, G. J. (2000, November a). *When the alarms should go off when test results are reported.* Presentation to the Education Writers Association, Cleveland, OH.

Cizek, G. J. (2000, November b). *The problem of cheating on tests in education*. Invited keynote address to the Dutch Testing Society, Zuthphen, Netherlands.

Cizek, G. J. (2000, September). *Cheating on credentialing examinations: Who, why, how, detecting, and preventing*. Presentation at the annual meeting of the National Council on Licensure, Enforcement, and Regulation (CLEAR), Key Biscayne, FL.

Cizek, G. J., Trent, E. R., Crandell, J., Hirsch, T., & Keene, J. (2000, April). *Research to inform policy: An investigation of pupil proficiency testing requirements and state education reform initiatives.* Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA. (ED 443 873)

Cizek, G. J. (2000, April). *Factors affecting linkage of the Voluntary National Tests and the National Assessment of Educational Progress.* Paper presented at the annual meeting of the National Council on Measurement in Education, New Orleans, LA.(ED 447 196)

Cizek, G. J. (2000, April). *You do your work and you do my work: Bearing one another=s burdens in classroom assessment.* Paper presented at the annual meeting of the National Council on

Measurement in Education, New Orleans, LA.

Conference Papers and Professional Presentations (continued)

Cizek, G. J. (2000, February). *Cheating on tests and its threat to school accountability programs.* Invited presentation to the North Carolina Department of Public Instruction 2000 Accountability Conference, Greensboro, NC.

Cizek, G. J. (1999, April). *The role and uses of assessment in charter schools*. Invited presentation to the New York State Charter Schools Conference, New York, NY.

Cizek, G. J. (1999, April). *(Re)Forming the AERA Annual Meeting.* Address presented at the annual meeting of the American Educational Research Association, Montreal, Canada.

Cizek, G. J. & Husband, T. H. (1997, March). *A Monte Carlo investigation of the contrasting groups standard setting method.* Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Cizek, G. J. (1996a, June). *Developing and evaluating tests for nurse educators.* Invited presentation, Medical College of Ohio, Toledo, OH.

Cizek, G. J., & Fitzgerald, S. M. (1996b, April). *A comparison of group and independent standard setting.* Paper presented at the annual meeting of the American Educational Research Association, New York. [ERIC Document Reproduction Service No. TM025679]

Rachor, R. E., & Cizek, G. J. (1996c, April). *Reliability of raw gain, residual gain, and estimated true gain scores: A simulation study*. Paper presented at the annual meeting of the American Educational Research Association, New York.

Cizek, G. J. (1996d, April). *Statistical detection of answer copying: Getting a focus on the big picture.* Presented at the annual meeting of the American Educational Research Association, New York.

Cizek, G. J. (1996e, April). *Comment on proposed revisions to the AERA/APA/NCME Standards for Educational and Psychological Testing*. Paper presented at the annual meeting of the National Council on Measurement in Education, New York.

Cizek, G. J. (1996f, April). *Yes, but is it research? Should a novel count as a dissertation in education?* Symposium presentation at the annual meeting of the American Educational Research Association, New York.

Cizek, G. J. (1996g, April). *Can we talk? An attempted conversation across research paradigms, purposes and perspectives.* Symposium presentation at the annual meeting of the American Educational Research Association, New York.

Stiggins, R., & Cizek, G. J. (1996h, February). *Assessment: The key to high quality student learning.* Invited presentation to the John P. Rusel Center for Educational Leadership, University of Toledo, Toledo, OH.

Cizek, G. J. (1995, May). *Future directions for the National Assessment of Educational Progress (NAEP).* Invited paper prepared for the National Assessment Governing Board, Washington, DC.

Cizek, G. J. (1995, April). *Standard setting as psychometric due process: Going further down an uncertain road.* Paper presented at the annual meeting of the National Council on Measurement in Education, San Francisco, CA (ED 384 614).

Conference Papers and Professional Presentations (continued)

Cizek, G. J., Rachor, R. E., & Fitzgerald, S. M. (1995, April). *Further investigation of teachers' grading practices*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA (ED 384 613).

Cizek, G. J. (1995, April). *On the relevance of intelligence: Theory and practice in education.* Remarks presented at symposium presentation, annual meeting of the American Educational Research Association, San Francisco, CA.

Cizek, G. J. & Rachor, R. E. (1995, April). *Nonfunctioning options in multiple-choice tests: A closer look.* Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Cizek, G. J. (1995, May). *Home school assessment: Obligations, alternatives, and interpretations.* Invited address to the annual meeting of Christian Home Educators of Ohio, Columbus, OH.

Cizek, G. J. (1995, January). *Preparing good tests and using them well.* Invited presentation, Davis College Faculty In-Service, Toledo, OH.

Cizek, G. J. & Rachor, R. E. (1994, October a). *Non-functioning options in multiple-choice tests: Another look.* Paper presented at the annual meeting of the Midwestern Educational Research Association, Chicago, IL.

Rachor, R. E. & Cizek, G. J. (1994, October b). *An empirical investigation of the reliability of gain scores and modified gain scores.* Paper presented at the annual meeting of the Midwestern Educational Research Association, Chicago, IL.

Cizek, G. J. & Rachor, R. E. (1994, October c). *Teachers' grading practices: Who's doing what, and why?* Paper presented at the annual meeting of the Midwestern Educational Research Association, Chicago, IL.

Cizek, G. J. (1994, May). *What is standard setting? Current conceptualizations and future issues*. Invited presentation, Educational Testing Service, Princeton, NJ.

Cizek, G. J. (1994, April). *Whatever happened to the measurement of intelligence?* Symposium presentation at the annual meeting of the National Council on Measurement in Education, New Orleans, LA.

Sun, A., & Cizek, G. J. (1994, April). *Development of an instrument for measuring high school student resistance to schooling*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Cizek, G. J. (1994, February). *Issues in establishing standards of performance for a credentialing program*. Invited presentation to the PES Annual Invitational Conference on Licensure and Certification, Seattle, WA.

Cizek, G. J. (1993, November). *A critical look at the 1992 NAEP achievement levels setting process*. Invited presentation to the National Assessment Governing Board, San Francisco, CA.

Cizek, G. J. (1993, October). *Setting levels: Those little devils*. Invited presentation to the Council of Chief State School Officers, Education Information Advisory Committee Meeting, Alexandria, VA.

Conference Papers and Professional Presentations (continued)

Cizek, G. J. (1993, April). *Home education research: On the right road?* Paper presented at the annual meeting of the American Educational Research Association, Atlanta, GA (ED 360 331).

Cizek, G. J., Webb, L. C. & Kalohn, J. (1993, April). *The use of cognitive taxonomies in licensure and certification test development: Reasonable or customary?* Paper presented at the annual meeting of the American Educational Research Association, Atlanta, GA.

Cizek, G. J. (1993, April). *Cheating on educational assessments: An introduction to frame investigations.* Introductory remarks, session chair, presented at the annual meetings of the American Educational Research Association & National Council on Measurement in Education, Atlanta, GA.

Cizek, G. J. (1993, January). *Constructing and evaluating tests for nurse educators*. Faculty presentation, Mercy College of Nursing, Toledo, OH.

Cizek, G. J. (1992, September). *Evaluating the quality of test items: The good, the bad, and the ugly.* Invited seminar for the University of Toledo Department of Health Promotion and Human Performance, Toledo, OH.

Cizek, G. J. (1992, August). *Utilizing testing data in regular and special education.* Invited seminar presentation for the Ottawa County (Ohio) schools Annual Administrators' Symposium, Avon Lake, OH.

Cizek, G. J. (1992, March). *Issues in educational testing*. Invited address to the University of Toledo Annual Conference on Testing, Toledo, OH.

Cizek, G. J. (1992, January). *Performance assessment: Uses, abuses, excuses.* Keynote address presented to the annual meeting of the Michigan Educational Research Association, Novi, MI.
Cizek, G. J. (1992, January). *Performance assessment: Questions and answers.* Symposium presentation at the annual meeting of the Michigan Educational Research Association, Novi, MI.

Cizek, G. J. (1991, April). *The effect of altering the position of options in a multiple-choice examination.* Paper presented to the National Council on Measurement in Education, Chicago, IL. (ERIC Document Reproduction Service No. ED 333 024).

BOOK/PUBLICATION PROPOSAL REVIEWS

Cizek, G. J. (2009). *Equating groups: Modern matching and other methods.* Routledge.

Cizek, G. J. (2004). *Validity and Accommodations.* Lawrence Erlbaum Associates.

Cizek, G. J. (2002). *Classroom assessment: Enhancing the quality of teacher decision making*. Lawrence Erlbaum Associates.

Cizek, G. J. (2001). *Statistical methods in education and psychology (3rd ed.)*. Allyn and Bacon.

Cizek, G. J. (2000). *The charter school landscape: Politics, policies, and prospects*. Teachers College Press.

Cizek, G. J. (1999). *Issues, research, and recommendations for large-scale Assessment programs*. Lawrence Erlbaum Associates.

Cizek, G. J. (1998). *Testing in American schools: Getting the right answers*. Lawrence Erlbaum Associates.

Cizek, G. J. (1997). *Educational testing and measurement (5th ed.).* Harper-Collins.

Cizek, G. J. (1995). *Computer-based tutorials on statistical concepts.* Longman.

Cizek, G. J. (1993). *Authentic testing in the classroom.* Harper-Collins.

Cizek, G. J. (1992). *Practical statistics for educators.* Longman.

Erasure Analysis

Submitted by CTB-McGraw Hill

January 22, 2010

With the high-stakes nature of large-scale assessments such as the CRCT, there are times when student's responses, and hence their scores, may not be a true representation of their own abilities. Various activities may take place, such as a student copying from another student's paper, students receiving inappropriate assistance before or during testing, or students' responses altered after testing. To maintain the integrity of the CRCT and the validity of the results, it is important that any such instances be discovered.

The present study investigated student responses on the Reading, English Language Arts, and Mathematics Spring 2009 CRCT that a) were erased and b) changed from wrong to right answers

Reviewers should note that results should only be used to facilitate identification of systematic problems within individual schools. That is, these types of analyses must be supported by additional, collateral information.

Method

The basis for the erasure analysis is to count erasures in items where an answer choice was erased and replaced with another answer choice. Often the data captured is useful for identifying cases of cheating. During erasure analysis, two sets of erasures were analyzed: all erasures and wrong-to-right erasures where an incorrect answer choice was erased and replaced with the correct answer choice. Please note that, for the erasure analyses, all items (either the operational or field-test) were included, as field test items were all embedded in CRCT.

The basic idea underlying the procedure is a statistical test of the null hypothesis (H_0) that the mean number of erasures for a class constitutes a random sample from the state distribution of erasures. The hypothesis is tested against the (right-sided) alternative (H_1) that the mean number is too high to be explained by random sampling. Classes for which H_0 has to be rejected are flagged for further scrutiny. A well-known central limit theorem in statistics tells us that the sampling distribution of mean number of erasures for class i (m_i) is asymptotically normal with mean and standard deviation

$$Mean(m_i) = \mu \quad (1)$$

$$SD(m_i) = \frac{\sigma}{\sqrt{n_i}} \quad (2)$$

where n_i and m_i denote the size and mean number of erasures for class i, respectively. In addition, μ and σ denote the mean and the standard deviation of the distribution of the number of erasures of the population of individual students in the state of Georgia.

It is evident in the formula for the state standard deviation that the class flagging criterion for each class is adjusted for the number of test takers in a classroom. For example, if the state mean and SD of erasure count are 1.73 and 2.11, respectively, the flagging criterion for a class size of 20 is adjusted to 3.15 ($1.73 + 3\frac{2.11}{\sqrt{20}} = 3.15$).

This adjustment ensures that the flagging criterion is equally stringent for classes with considerably different numbers of test takers. In addition, minimizing the probability of false positive (Type I) errors in this statistical test is crucial in this analysis.

The classes were flagged if their m_i was larger than $\mu + 3\frac{\sigma}{\sqrt{n_i}}$. Statistically, the flagging criterion set at or above 3σ is conservative. The standard normal table shows that under random sampling the (asymptotic) probability of a sample mean being more than three standard deviations above the population mean is around 0.001. However, rejection of H_0 only tells us that the observed mean number of erasures is unlikely to be the result of random sampling.

Making A Difference

K-8 School Reform Team-1

Dr. Sharon Davis-Williams
Executive Director

Phone: 404-802-3667
Fax: 404-802-3694

May 8, 2009

MEMORANDUM

To: Dr. Jackie Boyce, SRT 1 LT

From: Sharon Davis Williams, Executive Director

Re: **Memorandum of Understanding**

Dr. Betty Tinsley brought to my attention a situation that occurred at her school on Friday, May 1, 2009. She reported to me that shortly after twelve noon, Ms. Yolanda Coleman, a second grade teacher, reported that you asked her students if she had given them answers to items on the *CRCT*. Although Dr. Tinsley immediately paged you upon hearing this situation, you had apparently left the building. In our conference, you indicated that you were engaging students in idle chit chat because the teacher was called to the office. Both Dr. Tinsley and I were concerned about your rationale for initiating a conversation with students regarding the CRCT, since the testing had been completed.

The allegation brought forth with your questioning of students has been investigated and determined unfounded. However, any conversation regarding possible impropriety should have been reported to the principal. You did not report the conversation.

It is important that persons assigned to my team clearly understand their role in support of schools. Your job is to support the principal and teachers with technology concerns and needs. If there was any need to discuss anything with students, it should have been about technology. Again, if you ever observe or feel that any impropriety exists, you should report it immediately.

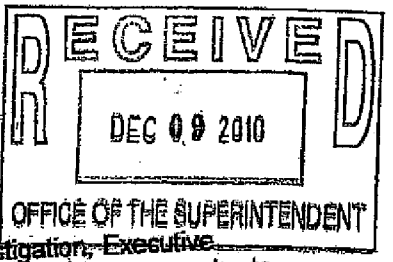
It is important to me that you receive this Memorandum of Understanding in the spirit in which it is given. I make certain that members of my team know without question where I stand on compromising issues. I expect you to do your job with dignity and integrity as well as with clear judgment. Your judgment was flawed

in this situation, and it is my responsibility to alert you. I hold you accountable for not having a similar situation occur in the future.

The technology needs for Herndon Elementary have been assigned to Ruben Barkley for the remainder of this school year.

Cc: Ms. Andrea Waters-Winston, Director of Learning Technologies
Dr. Betty Tinsley
SDW/raj

√



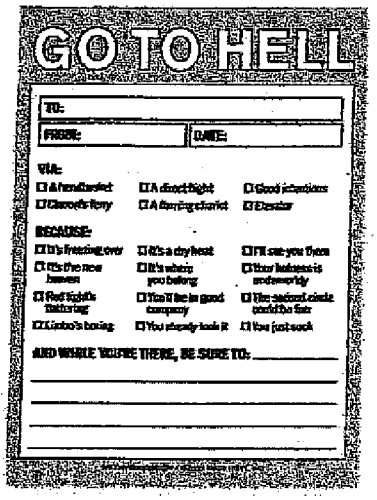
To Whom It May Concern, Board Members, Dr. Hall;

Although Dr. Hall calls on all employees to fully cooperate with the G.B.I. investigation, Executive Director Tamara Cotman recently met with twelve principals in her schools with high erasure marks, to speak disparagingly about the GBI and the erasure investigation. During her so called Professional Learning Community (PLC) meeting she spent an hour being openly hostile and critical about the GBI, Governor, Mike Bowers and the investigation. At one point she even distributed to each principal a sheet of paper that had printed at the top of the page "Go to Hell'. She directed each principal to write a "Go to Hell" memo to the GBI. She then asked each principal to share aloud their memo.

Is this the spirit of cooperation that Dr. Hall is expecting from her leaders, or just another example of a toxic culture that filters down to the schools by executive directors?
Should principals be pulled out of their schools to participate in these intimidating practices?
Will this be addressed internally or will the AJC, GBI, Professional Standards Department need to be involved in enforcing professional, legal and ethical practices?

Concerned family member of APS employee.

APS-BHALL 015699



APS-BHALL 015700

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ATLANTA GA 303

08 DEC 2010 PM 1 T



Dr. Beverly Hall, Superintendent
130 Trinity Ave SW
Atlanta, GA 30303

30303+3826

APS-BHALL 015701

SANTHIA CURTIS
2131 LUCERNE LANE
SMYRNA, GA 30080
770-434-7247 (HOME)
404-550-4862 (CELL)
slcurtissmyrna@att.net

April 25, 2011

Via electronic mail and facsimile 404-802-1201 and 404-802-1204

Members of the Atlanta Board of Education collectively and individually:
Mr. Khaatim Sherrer El
Mrs. Cecily Harsh-Kinnane
Ms. Brenda J. Muhammad
Mrs. Nancy M. Meister
Mrs. LaChandra D. Butler-Burks
Ms. Yolanda K. Johnson
Mr. Courtney D. English
Mr. Reuben R. McDaniel III
Mr. Emmett D. Johnson
130 Trinity Ave., SW
Atlanta, GA 30303

Re: Veleter Mazyck

Dear Board Member:

On Friday, April 22, 2011, I was advised by my supervisor, Ms. Veleter Mazyck, and the Director of Human Resources, Ms. Millicent Few, that my position, Deputy General Counsel would be reclassified to an Assistant General Counsel position in the proposed FY 2012 Budget and my employment with the District as Deputy General Counsel was terminated effective immediately. Initially, Ms. Mazyck and Ms. Few asked that I resign my position in exchange for an immediate pay out. I declined their request as I have done nothing to trigger a lawful separation. Thereafter, Ms. Mazyck stated that I was terminated as an at-will employee in order to facilitate the District's transition plan. I believe the reasons Ms. Mazyck articulated for the reclassification and the termination are pretextual. Specifically, I believe the sole reason I was terminated was in retaliation for having engaged in the protected activities of: 1) reporting a claim of discrimination against her; 2) participating in the investigation of the discrimination claim; and 3) reporting whistle blower concerns to her as my supervisor pursuant to O.C.G.A. 45-1-4 and the Atlanta Independent School System's Charter.

<u>The Proposed FY 2012 Budget for the Office of the General Counsel</u>

The proposed FY 2012 Budget for the Office of the General Counsel eliminates the position of the Deputy General Counsel and reclassifies the position to an Assistant General Counsel position. The potential savings to the District is minimal as the

reclassification amounts to a potential savings of less than $30,000. That aside, and in the interest of continuity and transition, I offered to take the reduction in pay and fill the position. Ms. Mazyck told me that was not an option. Of course, I am well qualified for the Assistant General Counsel position as I have performed and supervised the responsibilities of that job while at APS. Further, in my more than four years of service to the District Ms. Mazyck has never issued any negative evaluations, write-ups, disciplinary actions or formal coaching regarding my job performance. This further supports my belief that the true reason for the termination is retaliation and cover-up.

The Discrimination Complaint

In October 2010, one of the assistant general counsels (AGC) shared with me his belief that Ms. Mazyck treated him differently because of his race and gender. The AGC's allegation was initially sparked by an inappropriate comment Ms. Mazyck made to the AGC regarding her belief that "**women make better mangers than men.**" Thereafter, the AGC articulated further concerns regarding a request Ms. Mazyck made of him to contact the Professional Standards Commission (PSC) regarding one of its investigations regarding the administration CRCT in one the APS schools (a copy of the complaint is attached).

Although Ms. Mazyck was my immediate supervisor it was appropriate for me to report the AGC's concerns of discrimination to Human Resources. I reported the matter to the Director of Human Resources instead of Ms. Few because the AGC had earlier expressed concerns that he suspected his privacy had been violated by Ms. Few in another matter. Out of respect for my supervisor, Ms. Mazyck, I notified her that a complaint was filed. It was apparent from the conversation I had with her that she was most displeased with the turn of events and the fact that I filed the formal complaint. The day after I filled the complaint Ms. Mazyck told me it was inappropriate for me to file the complaint with the Director of Human Resources and I should have filled the complaint with Ms. Few. Ms. Mazyck was aware of the AGC's previous concerns regarding Ms. Few's potential violation of his privacy.

As stated above, the discrimination complaint was submitted to the Human Resources Department on October 25, 2010. Ms. Few's office assigned the investigation of the discrimination complaint to an outside investigator. Interviews of employees of the Office of the General Counsel were conducted in November 2010 and December 2010.

On or about February 23, 2011, I followed-up with a phone call to the external investigator regarding the status of the investigation. The call was prompted to ascertain the status of the matter for the purpose of its production (along with all other OIR files) to the Governor's Special Investigators pursuant to the subpoena and open records request of the Governor's Investigators into the CRCT matter[1]. At that time the investigator told me that the investigation was complete. He stated he did not prepare a written report because he was instructed by District personnel (whose name was not disclosed) not to

[1] I specifically recall that the phone call was made about the same time the Tamara Cotman – GBI matter was reported in the media, and we all were made aware of the Cotman matter; in fact, on or about the first business day after the matter was reported in the media Ms. Mazyck asked my opinion on whether the District should produce the Cotman file in that day's production to the special investigators. She decided not to follow my counsel.

provide a written report but only to report back to the District through an oral report[2]. He indicated he made the oral report several weeks prior to my inquiry in either late January 2011 or early February 2011. However, the final letter to close out the investigation was not mailed until two months later - the week of April 15, 2011. I was terminated the following week.

Whistle Blower Matter

In a matter unrelated to the discrimination complaint, in early March 2011, I advised Ms. Mazyck of a serious matter which had the potential to adversely impact the Board and the District. Ms. Mazyck instructed me that I was to discuss the matter with no one. My concerns regarding the matter and the facts surrounding them provide me protection from retaliation under the whistle blower statutes. However, Ms. Mazyck's interactions with me since reporting the matter to her were visibly hostile, verbally hostile and culminated in my separation Friday, April 22, 2011. Witnesses to this matter have been and continue to be concerned about retaliation from Ms. Mazyck and others

Request for Investigation

The purpose of this correspondence is to put the District on notice that the reasons articulated by Ms. Mazyck and Ms. Few regarding my separation are pretextual and retaliatory in violation of Title 42 U.S.C. Sections 1981 and 1983, Title VII of the Civil Rights Act as amended, and Federal and State whistle blower statues. Specifically, the reasons tendered for my termination are to cover up the intent to retaliate against me because I reported and participated in the investigation of a race and gender discrimination complaint lodged against Ms. Mazyck and because I engaged in activity that is protected under the whistle blower laws.

I request that before the District accepts or approves the recommended termination in the Gains and Losses Report and before the District accepts or approves the job abolishment or reclassification of the position of the Deputy General Counsel in the proposed FY 2010 budget that the District conduct a through and neutral investigation into all the circumstances surrounding the termination.

I am available to answer any questions and appreciate your attention to this matter.

Respectfully submitted,

/s/

Santhia Curtis

cc: Dr. Howard Grant, Board Administrator

[2] This is inconsistent with the normal District investigative protocols for other employees.

SANTHIA CURTIS
2131 LUCERNE LANE
SMYRNA, GA 30080
770-434-7247 (HOME)
404-550-4862 (CELL)
slcurtissmyrna@att.net

April 25, 2011

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/s/

Santhia Curtis

cc: Dr. Howard Grant, Board Administrator

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Get Schooled

Were warning signs of CRCT cheating ignored by APS because they wanted miracles?

11:21 am February 12, 2010, by Maureen Downey

In responding to what appears to be epic levels of cheating at her schools. Dr. Beverly Hall has to answer this question: Did she allow principals to present her with miracles that she failed to question hard enough?

Did APS ever look to see whether students and classes with sudden, unexpected surges in their CRCT scores maintained those levels of proficiency in high school?

For example, the state audit found compelling evidence of answer sheet tampering in 90 percent of Parks Middle School classrooms. Has APS ever followed Parks students through to high schools to compare scores?

Consider this post from someone who says they are an APS high school principal: (Whether he/she is a principal is not critical; it's the comment that I think is credible and worthy of exploration.) (Also, here is a new map of the possible cheating sites statewide.)

> CAN'T UNDERSTAND HOW PARKS MIDDLE SCHOOL CAN BEAT OUT INMAN AND SUTTON OR EVEN BUNCH. LOOK AT THE FEEDER SCHOOL DATA AND THEN LOOK AT HIS DATA. THE FEEDER SCHOOLS ARE DOING POORLY AND THEN THEY GET TO PARKS AND BECOME SMART. THEN CHILDREN FROM PARKS COME TO MY SCHOOL WITH LEVEL THREE AND CAN'T READ.

Many of you have commented that you suspected cheating for many years and that complaints were made. Indeed, AJC reporter Paul Donsky wrote this story in 2001. Now, it seems prophetic. If only Dr. Hall had acted on this issue in 2001. Her reputation and that of her system may not have been on the line today. (Nor did the state respond to the allegations at the time, even though it could have sought an erasure analysis in 2001, which, by the way, is a minimal review and does not catch all instances of cheating.)

> Of the 68 elementary **schools tested** last year, 30 had gains of 30 or more percentage points in one or more CRCT subjects. Ten of those had gains of 40 or more points. And Dobbs is one of 17 **Atlanta** Public **Schools** that did well enough to come off the 2000 failing list.
>
> **Atlanta school** officials say new reform efforts and old-fashioned hard work by teachers and students helped push the district's **scores** up.
>
> But amid the cheering, there are some questions. A rise in **scores** is expected the second year any standardized **test** is given, as was the case with the CRCT last spring, because students and teachers become more familiar with the **test**. But sudden 40-, 50- and even 60-point spikes are not common, **testing** experts say.
>
> "Either somebody is doing a terrific job at something . . . or there's something inappropriate going on," said Gregory Cizek, associate professor of educational measurement and evaluation at the University of North Carolina.
>
> Some of the numbers are astonishing:

> At Dunbar Elementary **School** near downtown **Atlanta**, three-quarters of fourth-graders passed the reading portion of the **test**, compared to about one-quarter last year.

> At M.A. Jones Elementary in west **Atlanta** near the **Atlanta** University Center, 88 percent of fourth-graders passed in math compared to 34 percent the year before, a 54-point increase.

> At Thomasville Heights Elementary **School** in southeast **Atlanta**, 73 percent of fourth-grade students passed in reading, compared to 19 percent the year before.

Atlanta does about-face

Atlanta's results are notable because many **schools** that posted huge gains have student populations that are almost entirely minority and low-income, groups whose **test scores** historically have lagged far behind. At several **schools** that posted huge gains, including Thomasville Heights and Cook Elementary **schools**, nearly all students live in public housing.

Atlanta's CRCT **scores** remain below the state average but are in line with neighboring systems in the metro area. However, **Atlanta's scores** are rising much faster. For example, 72 percent of **Atlanta** fourth-grade students passed in English in 2001, a 15 percentage-point jump from the year before. In Fulton County, 80 percent passed in English, a 2-point jump. Clayton County posted a 71 percent pass rate, an 8-point jump. DeKalb County had a 70 percent pass rate, a 3-point jump.

For **Atlanta** Public **School** officials, the **scores** help validate reforms that have been put in place in recent years, such as an intensive reading program designed to boost literacy in early grades. Kathy Augustine, deputy superintendent for instruction, said the district also made sure teachers knew the topics covered on the CRCT. Principals checked regularly to see that those areas were covered in class.

Atlanta school officials say the rise in CRCT **scores** should not raise eyebrows, pointing out the district's SAT **scores** jumped 16 points this year.

Still, **Atlanta school** officials say they double- and triple-checked the CRCT results, at times examining **scores** of individual students, to make sure the numbers added up.

That wasn't enough for **Atlanta school** board member Jean Dodd, who stormed out of a **school** board meeting Sept. 17 after expressing concern about the validity of the **scores**. Her comments came during a portion of the meeting that was closed to the public. The meeting was held to decide the size of Superintendent Beverly Hall's bonus, which is largely tied to **test score** results. She received a $47,520 bonus.

"Over a period of 30 years, I taught every grade of elementary **school**, " Dodd said in an interview. "I had just not ever seen **scores** like that before, and so I just . . . made my concerns known."

Third-party audit sought

Gary Henry, who has studied state **testing** for years and serves as director of Georgia State University's Applied Research Center, said **Atlanta**'s results should be independently verified.

"There will be some folks celebrating **Atlanta**'s turnaround, and others shaking their heads at these results until you have a third party at arm's length validate these results, " said Henry.

The most likely organization to do that is the state Office of Education Accountability, formed last year to grade **schools** as part of the state's education reform efforts. OEA Director Davis Nelson said he will be drafting a policy in the coming months to determine when to launch such investigations. Dramatic

test score jumps could be one trigger of an inquiry.

Atlanta school officials defend the **scores** and say there's no need for such an audit.

"We are proud and our students are proud of the **scores**, " said spokeswoman Pat Bowers. "And we believe the results should be allowed to speak for themselves, particularly when reinforced by other **test scores** over the last year."

Cheating and manipulation on standardized **tests** has occurred in other cities, including New Orleans, New York and Fairfield, Conn., where officials in 1996 discovered an unusually high number of wrong answers erased. Two **Atlanta** high **schools** were investigated and ultimately cleared last year after allegations arose of cheating on the high **school** graduation **test**.

Georgia State's Henry said there are several possible explanations for **Atlanta**'s **test scores**.

"When you look at these numbers, " he said, "the first reaction is that your jaw is going to drop." However, he said a much higher percentage of last year's fourth-graders were enrolled in pre-kindergarten programs than the previous year's fourth-grade students, making them better prepared. Also, last year's fourth-graders were also the first in APS to benefit from a new district reading program that targets early grades.

But, he added, "no single factor is likely to explain" the results.

(Also, here is a new map of the possible cheating statewide.)

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Perryman-Garrett, Damaris

From: Few, Millicent
Sent: Thursday, December 22, 2005 2:02 PM
To: Hall, Beverly L. (Supt.)
Cc: DeFrain, Pamela; Augustine, Kathy ; Perryman-Garrett, Damaris
Subject: RE: [Fwd: Principal Waller at Parks Middle School]

Good Afternoon,

We will have an external investigator begin in the new year.

Millicent D. Few, J.D.,SPHR
Chief Human Resource Officer
Human Resource Services Division
130 Trinity Avenue, S.W.
Atlanta, GA 30303
mdfew@atlanta.k12.ga.us

1091
Parks (Windsor Fl.)

-----Original Message-----
From: Hall, Beverly L. (Supt.)
Sent: Thursday, December 22, 2005 11:15 AM
To: Augustine, Kathy ; Few, Millicent
Cc: DeFrain, Pamela
Subject: FW: [Fwd: Principal Waller at Parks Middle School]
Importance: High

Please investigate.

Thanks.

-----Original Message-----
From: gftpres@bellsouth.net [mailto:gftpres@bellsouth.net]
Sent: Thursday, December 22, 2005 10:20 AM
To: aft1565@bellsouth.net
Subject: [Fwd: Principal Waller at Parks Middle School]

Please see the information below as another document generated from Parks as per Moral issues. Thanks.
>
> Subject: Principal Waller at Parks Middle School
>
> Verdaillia, per our conversation yesterday:
>
> On Monday, December 19, several faculty members of Parks Middle School met with Anna and I to discuss many of the problems at Parks M.S. Listed is an outline of several of the concerns raised:
>
> 1. There exists a sunshine fund that was taken up by the staff for various purposes including illnesses and time off. To date, there has been no use of the sunshine fund and there have been at least three instances where it should have been used. Additionally, when the staff paid into the fund they were told that checks would not be accepted. When teacher Kelli Smith enquired about the funds use she was notified that the account was frozen because some staff had written bounced checks. But checks were not supposed to be accepted. Furthermore, there is no account of the cash that most of the staff used to pay into the account.
>
> 2. Mr. Waller expresses a lax attitude on many issues related to the school because, as he has expressed to both faculty and parents, he'll "be leaving Parks soon." This leaves the staff with both confusion and frustration because it seems he is not committed to the school, but only to use it as a stepping stone. Furthermore, it insults the teachers who have committed themselves to serving the community and the students when the principal does not seem to care to serve either.

1

APS-OIR 06501

>
> 3. Prior to Mr. Waller's arrival there was no assigned parking. Without so much as informing and/or consulting the staff there were 5 assigned parking spaces at the beginning of the year for principal and other administrative staff.
>
> 4. Mr. Waller's wife held a birthday party for him on school premises in the conference room for more then 3 hours where only selected staff was asked to attend. Some teachers were allowed to leave their classrooms where paraproffesionals were placed as subs so that they could partake in festivities, while others never received an invitation. After the party was complete, Mr. Waller got on the loud speaker and told the staff if they wanted some cake, it would be in the conference room.
>
> 5. There is a strong rumor about the school that Mr. Waller has both a cousin and a brother-in-law employed at parks who are viewed by t he rest of the staff as favorites. By Sandra Ward's (his alleged cousin) own admission, if there was a problem between her and another staff member he would probably side with her.
>
> 6. Many of the teachers were able to pinpoint specific staff members who are said to be in "Waller's Circle." These are the individuals he favors and spends time with. He has been observed telling these staff members not to associate with many of the veteran teachers. He explicitly told a staff member, "Don't hang out in [Kelli] Smith's circle."
>
> 7. On Friday, December 16 Vicki Johnson wa called into a meeting with Mr. Waller and SRT director Mr. Pitts in regards to the AFT member appreciation at Slice. There was a note on a flyer, written by a staff member , encouraging the staff to come to the appreciation and share any of their concerns. This was a private event. However, Vicki Johnson was held in an intimidating meeting where Mr. Pitts told her if she had any "issues" she should come to him and not AFT.
>
> 8. That same morning Vicki Johnson says her desk drawers appeared to have been ramsacked. Many other teachers said the same. One teacher admitted her invitation to the appreciation dinner was missing from her desk.
>
> 9. Sandra Ward, Mr. Waller's alleged cousin, although an AFT member, was not invited to the membership appreciation dinner by Vicki Johnson but came anyway, without an invited guests and was said to be a spy for Mr. Waller by all the present staff members.
>
> 10. The staff also reported an us/them mentality among staff where Mr. Waller works with new staff and not old and is attempting to divide and conquer the seasoned staff. New staff also carries an attitude that they now more than seasoned staff because they are in Waller's good graces.
>
> 11. Mr. Waller frequently intimidates the staff by telling them that the school will either be closing , or be taken over by the staff creating an atmosphere of uncertainty by the staff on their job security.
>
> >
>
>
>

APS-OIR 06502

RECEIVED
JAN 13 2006
OFFICE OF THE SUPERINTENDENT

Dear Dr. Hall,

This letter is written concerning corruption, misuse and mishandling of federal funds for Supplemental Educational Services (SES), abuse of power by certain administrators and designated personnel, and an overall lack of care and concern for the students at Walter Leonard Parks Middle School.

To begin, Mr. Christopher Waller, principal of Parks, appointed Mrs. Sandra Ward, SFA Facilitator (and an alleged relative) to be the director of the after school program for the 2005-2006 school year. Parks is a Needs Improvement (NI) school and must provide supplemental services to its students as well as send a letter home to parents informing them of their option to select the provider of their choice. However, when Mrs. Ward and Mr. Waller gave the letter to the students, they instructed the students to take the letter home to obtain their parents' signature but to leave the space indicating their choice of a preferred SES provider blank. They told the students that the school would handle that particular portion of the form. This method was used because Mr. Waller decided he only wanted to use a SES provider named Preferred Care Services. It appears that Mr. Waller and Mrs. Ward has a connection to the gentleman who is affiliated with Preferred Care Services named Mr. Bill Selmon.

There has been dishonesty occurring with the pay and the submission of the time sheets. Mrs. Ward, the director, receives the largest amount of pay at $40.00 per hour and is ultimately responsible for the submission of the time sheets; however, Mrs. Ward has only been present for the after school program approximately five full days since the program started on November 14, 2005. Mrs. Ward may remain for the after school program only on the days when there is a mandatory after school meeting occurring such as a Design Team Meeting or a Faculty meeting. Mr. Waller is very aware of Mrs. Ward's non-attendance in the after school program. Mr. Bill Selmon is also very aware of Mrs. Ward's non-attendance because he has stopped by the school on several occasions and Mrs. Ward was not present.

Additionally, there are other individuals who are falsifying time spent working with the after school tutorial program. For instance, there is Mrs. Sonja Thompson (Special Education Program Assistant) who regularly leaves at 5:30 p.m. although the after school program does not end until 6:30 p.m. There is also Ms. Kyia Halloway who signs for days she did not work, and Mrs. Ward knowingly submits time for days and hours that Ms. K. Halloway is not present and does not work the after school program. Mr. Gregory Reid, the Assistant Principal, also submits time as a tutor although he does not tutor kids during the after school program.

On most days, there are approximately 20 – 30 students total who remain for the after school program. However, the program has one director, approximately sixteen teachers, three clerical persons, and two support personnel. Many days, teachers have two to zero students. Yet, all of the staff members are told they can still sign for time although no students are showing up and

APS-OIR 06506

being serviced. The number of personnel staying on a daily basis and signing for time far outweighs the number of students who are staying after school to be serviced.

Mr. Waller and Mrs. Ward received a heads up that the program may potentially be audited; therefore, the week of December 5, 2005, Mr. Waller and Mrs. Ward summoned students, over the PA system, to come and sign attendance sheets dating back to the first day the after school program began through December 22, 2005, the last day of the first semester of school before the Holiday break. Mr. Waller and Mrs. Ward had approximately all of the students who returned forms for the after school supplemental services to engage in the falsification of the attendance sheets. They had both students who had been attending the after school program and students who had never attended the program to sign the attendance sheets. Mr. Waller had different color pens, markers, and pencils spread out on the table. They had the students to sign different dates using various colors of ink and pencil so the attendance sheets would look authentic and believable. When some of the students questioned Mr. Waller and Mrs. Ward as to why they had to sign the sheets, they told the students that their names were going to be entered into a drawing for a Play Station game or a bicycle. Mr. Waller's target date for giving out a few prizes to the students was the last day before the Holiday break. He knew that he must follow through on this promise to the students to keep down any of their suspicions. Mr. Waller did raffle off prizes during the Holiday program held at the end of the school day on Thursday, December 22, 2005. The student names that were entered in the raffle are those who they summoned to falsify the attendance sheets. Speak to some of the students and you will discover that many of them never remain for the after school services. Also, look into the funds that were used to purchase the raffle prizes.

Furthermore, the SES after school services was canceled on both Wednesday, December 21, 2005, and Thursday, December 22, 2005. Check to see if students signed the attendance sheets for these two days and whether the SES staff time sheets reflect the staff worked these two days.

The week of January 9, 2006, the SES after school services were canceled without giving parents or students any prior notice. Many students remained after school and missed their buses. Mrs. Ward claims that she canceled the program because everything is too chaotic. Mrs. Ward and Mr. Waller are suspicious of people talking about the after school program. They are utilizing this week to try to get their information/documentation in order and cover up all of their missteps.

A diagnostic assessment was administered to the students on the first two to three days of the after school program; however, Mrs. Ward never graded the tests and actually misplaced the students' answer sheets. Mr. Waller forced teachers (who work for the after school program) to give up their planning period during the regular school day in order to re-administer the after school diagnostic test to students. Mr. Michael Jackson, the Opportunity teacher, helped orchestrate the second administration of the diagnostic test for the after school program. He went around pulling students out of their connections classes (and sometimes core classes) to retake the assessment. The second administration of the diagnostic test was done to help cover up the mishandling of the program. Also, they wanted the number of diagnostic tests to match the number of students who would now appear to have been present in the program (as a result of the falsified student attendance sheets). The week of December 21, 2005, teachers were also

APS-OIR 06507

made to complete CRCT forms that were used make it appear that Mrs. Ward, the after school program director, had done the appropriate analysis on the students needs.

Mr. Waller and Mrs. Ward also began forcing student athletes to report to Dr. Alfred Kiel, for the first 30 minutes after school, for mandatory tutoring. Many of the athletes did not even choose the SES services. Most of the athletes being forced to tutorials do not need the services. Many of these students met and a lot of them exceeded on all parts of the G.C.R.C.T. Mr. Waller and Mrs. Ward are forcing the student athletes to attend tutoring so it will boost the student attendance number on the attendance sheets. Mr. Waller and Mrs. Ward informed the students that they could not participate in their sport or ride the after school/activities bus unless they complied with this request. Although Dr. Kiel only tutors students for the first 30 minutes of after school, time is still being submitted for him as if he works until the program ends.

In addition, the teachers have not been provided with an after school program curriculum, scope and sequence, teaching resources, or any instructional direction.

The SES provider, Preferred Care, is supposed to provide a complete snack for the students each day. There have been days where the students did not have a snack at all. On other days, when the students were provided snacks, they were not provided with a drink.

Other Abuses:

- Mr. Waller attempts to persuade, intimidate and coerce teachers to cheat on the upcoming spring 2006 G.C.R.C.T. He constantly makes statements such as, "We know that they are cheating at the Elementary Schools. It is no way that those elementary test scores are real. Unless we [Parks] do like them [the Elementary schools], we will continue to look bad." Or he makes comments such as, "Price [Middle School] had to cheat. They [Price] are smart. Hey, if you can't beat them, join them." Mr. Waller is always questioning teachers how many of their students are going to pass the G.C.R.C.T. If a teacher respond sixty of their students [out of apx. 100], he makes comments such as "I expect no less than eighty or ninety students passing." Then he goes further with similar comments like those above such as, "You need to teach the test. Do what you've got to do." If a teacher questions or disagrees with the suggestive comments that Mr. Waller makes, he usually follows by asking, "Are you a team player? Are you on my team?" or by making comments such as "I need people who are on my team." These examples provide the context in which the attempted persuasion, intimidation, and coercion generally take place.
- Mr. Waller also attempts to intimidate teachers to not talk to or associate to other staff members. For instance, if he observes Teacher A speaking to another staff member he considers "not being a part of his team," he will make comments to Teacher A such as, "You were doing good by staying away from that "click". Don't get caught up with the wrong "click." Or he will say, "If you disassociate yourself from that "crew" you won't have to worry about any repercussions from us [his administrative team]. Be wise, and stay away from that "crew." Additional intimidating comments are, "I observe you talking to your friends again. If I were you, I wouldn't be caught talking to them anymore." Mr. Waller is constantly harassing staff members with these types of

APS-OIR 06508

warnings. He has created a very tense atmosphere at Parks in which there is absolutely no trust among colleagues and everyone is paranoid and afraid to speak to or hold cordial conversation with one another because no one wants to be perceived as being associated with the wrong "crew" and not being on Mr. Waller's "team".

- Further intimidation occurred during a faculty meeting held on Tuesday, January 10, 2006. Mr. Waller passed out a job description document to all staff members, highlighted only the last bullet of the document, and read it aloud, and it states, "Perform all other tasks and duties as assigned," and Mr. Waller added, "By ADMINISTRATOR!"
- Mr. Waller targets teachers who he feels are not on his "team" or non-compliant to his demands. He targets these teachers by having several members of the administrative team such as Mrs. Sonja Thompson, PEC Program Assistant, Dr. Kiel, Mr. Reid, and Mrs. Ward, go into their classrooms (on the same day or often during the same week) to observe their classroom. He instructs these individuals to document everything they performed wrong during the teacher's lesson. These observations are not for the sincere purpose of helping teachers improve instruction because most times, the teachers do not receive any constructive feedback or suggested strategies for improving teaching. These "targeted observations" are conducted for the mere purpose of intimidation or obtaining negative documentation against a teacher. Another tactic used to target teachers is to submit their names for needing assistance with the implementation of instructional initiatives to personnel outside of Parks. The teachers' names are submitted without a formal internal conference with the concerned administrative team member or without informing the teachers what they are not doing properly and without giving the teachers effective strategies for their improvement. Also, Mr. Waller has Mrs. Sonja Thompson, PEC Program Assistant, to write letters to both special education and regular education teachers reprimanding the teachers for whatever she deems. These letters go into teachers' personnel file. Mrs. Thompson signs her letters "Administrator".
- Mr. Waller makes teachers who are assigned monthly morning duty report to work at 8:00 a.m. This reporting time is forty-five minutes earlier than APS scheduled reporting time for middle school students, which is at 8:45 a.m.
- Mr. Waller instructed teachers to no longer take homeroom attendance in Class XP (linked to APS SASI system) for months. He actually questioned a teacher during a meeting why was the teacher still taking attendance in Class XP after he instructed teachers not to. Instead, Mr. Waller forced the attendance clerk to manipulate the student attendance in SASI to ensure the attendance target for AYP is met. It was not until Monday, December 19, 2005, that Mr. Waller made Ms. White, the attendance clerk, begin making announcements that it was mandatory for teachers to take homeroom and period attendance in Class XP. He also coerced Lisa Hill, Instructional Technology Specialist assigned to support Parks, to monitor attendance daily and send teachers e-mails (beginning this same week) if they were not using Class XP for their attendance. Ms. Hills' involvement was strange yet obvious. Ms. Hill had not been reporting to Parks to assist teachers for over two months. For her to suddenly begin reappearing at this time was obvious to all that Mr. Waller was utilizing Ms. Hill so that he could claim that teachers were not properly taking attendance either due to their ignorance or due to technical difficulty, when in fact, Mr. Waller instructed teachers not to take attendance. Again, this was another tactic used by Mr. Waller to cover his tracks.

APS-OIR 06509

- Mr. Waller flirts, make inappropriate comments, and sexual gestures to many female staff members. He threatens that it is the female teachers' word against his word.
- During the week of November 28, 2005, Mr. Reid, assistant principal, planned a surprise birthday party for Mr. Waller and invited select staff members. The party was held in Mr. Waller's conference room during regular school hours. The invited guests included Mrs. Melanie Clark (who was gone off campus the entire morning purchasing the food, cake, and decorations for the party), Mrs. Sandra Ward, Mrs. Sonja Thompson, Mr. Michael Jackson, Mrs. Cheryl Hunley (leadership facilitator from the state department of education), Mr. Henry Coleman (CIS), Mrs. Laverne Grant (special education paraprofessional who is constantly given the okay to leave her classroom to handle or assist with matters not related to her immediate responsibilities. An example of this is helping in the front office), Ms. Kyia Halloway (who was released during her regular 8th grade math class through coverage provided by another special education paraprofessional pulled out of her assigned class), and Coach Jimmy Lipscomb. The party lasted approximately two hours from 1:00 p.m. until 3:00 p.m., and the attendees remained in the conference room for the entire period with the door locked.
- Teachers at Parks paid $25.00 for Sunshine Committee dues (checks were not accepted). There have been three staff members ill, Ms. Marshall, Mrs. Watson, and Mrs. Smiley (two out sick for a long period of time). When it was questioned whether or not the Sunshine Committee sent flowers or gifts, the response was that there was a freeze on the Sunshine Committee account. The staff is curious were the funds have been spent. Mrs. Melanie Clark is chair of the Sunshine Committee. It is also alleged that Mrs. Clark is Mr. Waller's mistress and that Mr. Waller gives Mrs. Clark money from petty funds such as the Sunshine Committee and money raised from school functions such as sporting events, dances, and bake sales.
- There was a Homeroom contest to raise funds for families of students who attend Parks that relocated due to the Hurricane Katrina disaster. Over two thousand dollars was raised by the students and staff at Parks. No one knows how this money has been spent. To everyone's knowledge, none of the students or families affected by Hurricane Katrina has received any money or donations. It is alleged that Mr. Waller purchased Walmart and Best Buy gift certificates with the money raised to give to the families. It is said that these gift cards have significant spending limits. Also, there have been allegations surfacing that Mr. Waller and Mrs. Clark have been utilizing the gift cards for personal use.
- Mrs. Clark is hired as a special education paraprofessional; however, at the beginning of the school year, Mr. Waller removed Mrs. Clark from a special education classroom and assigned her to assist the media specialist. Mrs. Clark was never in the media center. She always ran special errands off campus or around the school for Mr. Waller. Eventually, during the second semester, Mr. Waller hired another paraprofessional, Ms. Ferndinand, to assist in the media center with Title I funds (even though the school needed a 6th grade math teacher and a 7th grade science teacher at the time). Now, Mrs. Clark works in the main office as an office assistant, although she is hired as a special education paraprofessional. Parks has five special education teachers – Ms. M. Jones, Ms. V. Johnson, Ms. J. Watson, Ms. A. Johnson, and Dr. Flagler – however, there are only three paraprofessionals assigned to assist the teachers – Ms. A. Hadley, Mr. Judge,

APS-OIR 06510

and Ms. L. Grant (who is never in her class and always hanging in the CIS room or helping Mrs. Clarke in the front office).

- Mr. Michael Jackson was hired as an opportunity teacher; however, he has not had an opportunity class since the beginning of the school year. Mr. Waller utilizes Mr. Jackson as if he is another Assistant Principal, allowing Mr. Jackson to roam the halls all day with a radio. In addition, Mr. Jackson is getting paid to work in the after school program, and he is not a certified teacher and never tutors any students.
- Ms. Kyia Halloway, an 8th grade mathematics teacher and a second alleged mistress of Mr. Waller's, is constantly pulled out of her classroom during the regular school day to fulfill personal requests for Mr. Waller such as creating "Club Day" schedules and assisting with system and state reports/documents. Ms. Halloway is usually provided with a supply teacher for the entire day or Mr. Waller directs a special education paraprofessional to cover Ms. Halloway's class for the entire day. When Ms. Halloway shows up to work in her jogging suit, it is understood that Mr. Waller is providing her coverage for that day to utilize Ms. Halloway to complete his requests as he deems. This has been a frequent reoccurrence and Mr. Waller does not code this in APS' system. It most recently happened on Tuesday, January 10, 2006. Any of the 8th grade teachers can attest to this.

As a concerned constituent, I hope these issues are addressed. As such, I will be forwarding a copy of this letter to the following people:

Dr. Beverly Hall, Superintendent
Ms. Kathy Augustine, Assistant Superintendent
Mr. Michael Pitts, Executive Director SRT-2
Ms. Sheryl Freeman, Acting Director of Office of Internal Resolution

Sincerely,
A very concerned constituent

APS-OIR 06511

ATLANTA PUBLIC SCHOOLS

Office of the Superintendent
130 Trinity Avenue, S.W.
Atlanta, Georgia, 30303-3624
Phone: (404) 802-2820 • Fax: (404) 802-1803
blhall@atlanta.k12.ga.us

Date: 1-13-06

To: Kathy Augustine + Millicent Fe

- [x] Please Handle & Inform Me
- [ ] For Your Information
- [ ] Per Our Conversation
- [ ] Further Discussion Needed
- [ ] More Information Needed
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- [ ] Prepare Response for my Signature
- [ ] Copy to _____

Comments: _____

- [ ] Return info:

Returned by: _____ Date: _____

Disposition: _____

Beverly L. Hall, Ed.D.
Superintendent

RECEIVED
JAN 17 2006
ATLANTA PUBLIC SCHOOLS
HUMAN RESOURCE SERVICES

APS-OIR 06505

ATLANTA PUBLIC SCHOOLS
OFFICE OF THE
CHIEF HUMAN RESOURCE OFFICER
Human Resource Services Division

DATE: 1/18/06

TO: Per Ms. Few
DAMARIS P. GARRETT

The attached is sent to you for the following:

- ☐ Please handle and inform me
- ☐ For your information
- ☐ Per our conversation
- ☐ Further discussion needed
- ☐ More information needed
- ☐ Referred to:
- ☐ Please schedule a meeting with me
- ☐ Please respond and copy me by:
- ☐ Prepare a response for my signature
- ☐ Copy to:
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JAN 20 2006
Office of Internal Compliance
Employee Relations
Atlanta Public Schools

Comments: Please Investigate

Signed: MD Few / S. Garrett

APS-OIR 06504

RECEIVE
JAN 2 3 20..
Office of Internal Resolution
Employee Relations
Atlanta Public Schools

January 16, 2006

Dear Ms. Freeman,

This letter is written regarding dishonest and unethical practices occurring at Walter Leonard Parks Middle School in the Atlanta Public School system as it pertains to the upcoming 2006 Georgia Middle Grades Writing Assessment that will be administered on January 18 - 19, 2006.

The writing booklets are being secured in Dr. Alfred Kiel's office, the Instructional Liaison Specialist. Mr. Christopher Waller, principal, and Dr. Kiel, looked at the official writing prompt for this years' assessment.

The week of January 9, 2005, the eighth grade teachers and other designated teachers/school personnel were given the task of conducting last minute writing workshops with the eighth grade students in hopes of better preparing the students for the upcoming test. These staff members were given a packet with the title Tips for Passing the 8th Grade Writing Test. On the front of the second page, there are ten sample writing topics listed for practice (enclosed).

After Mr. Waller and Dr. Kiel looked at the official writing prompt, it was emphasized to the teachers on Friday, January 13, 2006, to have the students concentrate on #7 of the sample writing topics located in the writing packet. Topic #7 states:

> "Think of a rule in your home, school, or community that you feel is unfair. Tell what the rule is, explain why you think it is unfair, and describe how you would change it."

The teachers were informed that the sample question above was very close to the official writing prompt; however, instead of the word rule, the official writing prompt will ask the students to think of a **Law** that is unfair. The students were also told that rumor has it that the real writing prompt is going to ask them about a Law that they think is unfair, thus, the eighth grade students were instructed to start brainstorming on particular Laws that they think are unfair. The students were also told to think of persuasive arguments as to why the particular law [thought of by the student] is unfair and what they [the student] would do to change the law or improve the law.

To follow up on these concerns, I would advise that you speak to both the eighth grade teachers and eighth grade students to verify the claims written in this letter.

Sincerely,
An Ethical Individual

APS-OIR 06503

Phoenix Research & Investigations

Memo

To: Ms. Damaris Perryman-Garrett

From: Reginal J Dukes

Date: March 15, 2006

Re: **Preliminary findings** / Parks Middle School

The following is a preliminary finding into improprieties at Parks Middle School outlined in an anonymous letter received by your office on January 13, 2006.

Summary of Allegation

I. The Supplemental Educational Services (SES) after school program is being abused, in operation and by participating teachers and administrators.

II. The Georgia Middle Grades Writing Assessment (2006) may have been compromise after Mr. Waller persuaded, coerced teachers to cheat on the test.

III. Mr. Waller has began intimidating, threaten and urging teachers to reveal any information they may have about this investigation.

Person Interviewed

During the course of this investigation Reginal Dukes interviewed nine persons, including Mr. Waller and Mr. Pitts

Preliminary Findings

Since the beginning of this investigation, working conditions at Parks Middle School have become very difficult for some of the teachers and other staff that are viewed as having intimate knowledge of some

of the allegations. There should be some consideration to alleviating the anxiety currently existing.

The information acquired thus far certainly indicates that there were some improper conduct and or practices taking place at Parks Middle School.

This investigation will require many more interviews of staff as well as some parents and students.

Confidential Draft

Report of Investigation

For

Atlanta Public Schools

Parks Middle School

Prepared by:

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Phoenix Research & Investigations, LLC
May 5, 2006

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APS-OIR- 06519

Table of Contents

		Page
A.	**Summary of Investigation**	**3**
B.	**Investigative Details**	**4**
C.	**Conclusion**	**7**

D. Attachments

1. Summary of issues from initial investigation of first communication
2. Outline of issues from investigation of subsequent communications
3. Interview of Christopher Waller
4. Interview of Gregory Reid
5. Interview of Sandra Ward
6. Interview of Fabiola Aurelien
7. Interview of Anthony Tiller
8. Interview of Tamika Butler
9. Interview of Felicia Phillips
10. Interview of Kelley Collins
11. Interview of Melanie Clark
12. Interview of Sujuana White
13. Flow chart of student attendance documentation process
14. Sujuana White email to SASI Project Manager on concerns
15. Sujuana White statement of change in duties and resulting injury
16. Sujuana White statement of Mr. Reid's call to someone to interfere with Ms. White's past/future unemployment status
17. Interview of Alfred Kiel
18. Follow-up interviews with 8th grade teachers
19. Interviews of Students
20. Interview of Mr. Pitts
21. Interview of Kelfi Smith
22. List of PCSS students 2005 (first semester)
23. List of PCSS students 2006 (second semester)
24. Pending documents not received from PCSS

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APS-OIR- 06520

Report of Investigation --- Parks Middle School

Summary of basis for investigation

This inquiry commenced on January 10, 2006 with the receipt of an email from the Atlanta Federation of Teachers, sometime in late December 2005. The concerns expressed at that time were vague and nonspecific and did not rise to the level of any policy violations. Initially, it was decided that an inquiry be made to determined if there was more information that would give us an understanding as to exactly what was occurring at Parks Middle School.

Sometime around January 13, 2006, a second piece of communication (letter) arrived, via U.S. Mail, for Ms. Sheryl Freeman in the Office of Internal Resolution. This letter had some very specific allegations:

(a) citing some operation discrepancies in the Supplemental Educational Services (SES) after school tutorial program at Parks Middle School;

(b) allegations of manipulation of the SASI system attendance (class XP); and

(c) numerous instances of questionable managerial practices by Principal Waller and other staff members.

The third letter was received sometime prior to January 18, 2006. It contained information of possible cheating on the eighth grade-writing exam. Both letters were anonymous and the email from AFT did not reveal their source or author of information.

Copies of these communications were provided to Investigator Dukes, after which he held interviews with members of the faculty and staff at Parks Middle School. A summary of each of those interviews is included in the attachments to this report.

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APS-OIR- 06521

Investigative Details

The investigation initially focused on the issues raised in the first communication[1], but was refocused to concentrate on the four issues in the second and third anonymous communications:

- Supplemental Educational Services After School Tutorial Program
- SASI data system
- 8th grade writing test
- Principal's managerial practices

(1) Supplemental Educational Services (SES) Afterschool Tutorial Program

The investigation found that parents were not given a choice of providers for this program:

- During the selection process of the SES providers, students **were not** given the complete package, which should have included:
    - a letter to parent(s) with instructions,
    - a list of providers
    - the request form for supplemental services (on all the Request for Supplemental Services forms for Parks Middle School, PCSS is the first and only choice. It is written in with a different handwriting from the rest of the form in all cases.)
- This practice has continued with the distribution of application forms on March 9, 2006.

The investigation found that teachers did not have written instructions or curriculum for participating in the program:

- No written instructions could be found. The ad hoc program coordinator stated that no written instructions were provided to the teachers.
- It was determined that Assistant Principal Reid is the paid program coordinator for the afterschool program, but Ms. Sandra Ward was the unpaid coordinator for the program. Ms. Ward was not full-time and her lack of availability during the program time was of concern to several teachers and staff. Ms. Ward was available during the school day and for a short time after school for some coordination. The teachers and staff participating in the program considered her the program coordinator and did not approach Mr. Reid on their concerns. Ms. Ward was sent to the initial program overview by the Principal and has been working with this specific provider since October 2005.

[1] See attachment #1

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APS-OIR- 06522

- The teachers did not work with the same student from one day to the next, making progress reports difficult.

- Some teachers working in the program did not always remain on campus during the after school hours of the operation, however, they were allowed to sign in. Some were encouraged to sign in and allowed to attend faculty meetings and design team meetings during those hours.

- There appeared, according to records, to be a large number of support persons working the program. These persons had little or no roll in providing tutorial services to students.

The investigation found that student participation was not regularly documented:

- Student attendance was not documented on a daily bases, attendance sheets for the 2005 sessions were carried to regular class sessions by staff members (December 2005) in an effort to get reports to the site provider (Preferred Care School Services). Students were asked to sign the attendance sheets without any verification of their attendance or enrollment in the program.

- Timesheets for teachers and students' attendance sheets were submitted to Atlanta Public Schools, External Programs for December 20th and 21st, 2005, these were days that the sessions were canceled, and no one participated, student(s) nor teachers(s).

- Of the 96 students on the official list of certified students, approximately half were not eligible to participate.

- The records on student participation have been "lost." There is a lack of consensus on the number of students that are participating in the program. There is concern raised by staff and students on documentation of participation in the program.

- There is an allegation that students were given prizes to incent them to falsify documentation about participation in the program. During the December pep rally, names of students eligible to participate in the program were pulled from a hat and prizes awarded included Play Stations. The students had earlier been called to the office to sign an attendance spreadsheet, allegedly with different ink pens.

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APS-OIR- 06523

SASI data system

The investigation found allegations of manipulation of student attendance and student grades in the SASI data system. Specific allegations are that:

- Suspended students are not properly documented as absent in all classes
- The SASI clerk was directed by the Principal to change attendance data to reduce absences
- The SASI clerk was directed by the Instructional Learning Specialist to create student grades for data missing from teachers in order to meet the report card deadline
- The SASI clerk has been changed but her access number is still being used

8th grade writing test

The investigation found that a tip sheet was provided to all 8th grade students, as early as prior to the Christmas break for the January writing test. The tip sheet included sample questions that were the same or very similar to the questions on the actual test. The tip sheet was given to the students by their language arts teachers, most noted was Mr. Rodgers.

One teacher stated that a student came to her about the Principal asking him to change one of his answers on the test.

Principal's Managerial practices

The investigation did not focus on managerial style or practices. The investigation did find that:

- Some employees feel they have been threatened by the principal, assistant principal, and/or the educational instructional specialist in regards to the after school program performance reports and the SASI data input
- There is general discontent among the teachers and the students about the perceived disorganized and dishonest manner in which the after school program has been managed, and they feel that the Principal has been involved in the process
- One employee has been hospitalized for two weeks due to high blood pressure. She indicated this medical condition was due to stress from a hostile work environment. This is the same hourly employee who has indicated she was required to work overtime without pay to maintain her job.

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APS-OIR- 06524

Conclusion

Based on these investigative findings, we conclude that:

Preferred Care School Services

- Principal Waller is aware of and involved in the daily operations of the SES Afterschool Program run by Preferred Care School Services. He was involved in:
    - the selection of the ad hoc program coordinator, Ms. Sandra Ward
    - the selection of some of the teachers as tutors
    - the supervision of the support staff, during school hours and afterschool
    - purchase of gifts for a raffle to incent students to attend to program
- Principal Waller is aware of the operational issues with the PCSS program. He has been involved in:
    - Meetings with teachers
    - Meetings with support staff
    - Meetings with PCSS staff
    - Purchase of gifts to help improve attendance in the program
- There was no evidence that Principal Waller is being compensated by PCSS.
- The current after school program run by Preferred Care School Services is poorly organized and poorly implemented. This has caused frustration with teachers and students.
- The documentation for teacher participation and student participation is not based on actual participation by either. The poor program implementation makes it impossible to determine who participated and when.

SASI data system

Based on the investigative findings, we conclude that there is reason for concern about the accuracy of the attendance and grades input into the SASI system at Parks Middle School. Further computer forensic investigation would be needed to determine the veracity of this concern starting with:

- tracking how suspended students have been entered for the school year and
- back-up documentation on all grades entered for the first semester.

8th Grade Writing Test

Based on the investigative findings, we conclude that students were coached on the topics that were actually on the formal writing exam. The language arts teacher most mentioned in providing this information is no longer at the school. The investigation did not determine how he gained access to this information. We do also conclude that there is reason for concern about the securing of these tests before the exam at Parks Middle School.

We also conclude that further investigation is needed on the second-hand information that the School Principal interceded during the test to make students change test answers.

This investigation did not include addressing the managerial practices of the school Principal, but the original and expanded issues that were investigated raise concerns about the climate at Parks Middle School.

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APS-OIR- 06525

Attachment 1

Issues raised	Allegations	Persons interviewed
1. Sunshine fund	Checks received for death or illnesses in the family were bouncing because of mismanagement of the "sunshine fund."	1/10 Chris Waller 1/10 Kelli Smith
2. Birthday party	Certain teachers were asked to leave class during instructional time to attend a birthday party for the school principal.	1/10 Chris Waller
3. Nepotism	The school principal has hired his brother-in-law and cousins as employees at the school in violation of system policy.	1/10 Chris Waller
4. ATF flyer	A flyer was circulated from the teachers union at the school for a meeting to discuss concerns at the school.	1/10 Chris Waller 1/17 Mr. Pitts

Sunshine fund

Investigators interviewed PMS staff to determine who manages the sunshine fund and how it operates. The focus was on determining if checks received from the sunshine fund for death or illness in the family were returned from insufficient funds. During the interview staff members indicated that Melanie Clark and April Hadley were managing the program, while the school principal indicated that Ms. Hide and Ms. McColiugh were managing the program.

There was consensus that the sunshine fund comes from voluntary contributions by school staff for distribution to school staff in times of illness or death in the family. No written procedures were found. This investigation was terminated at the direction of APS given that the sunshine fund is not a system program and to focus on the issues raised in the second communication.

Birthday party

Investigators interviewed PMS staff to determine if and when the party happened, and who was invited. The focus was on determining if teachers were allowed or required to leave class during instructional time and if there was selectively in teachers invited.

During the interview of the school principal it was determined that a "surprise" birthday party for him had been coordinated by his wife at the school on December 1st. The school principal indicated that only non-instructional staff attended the party and teachers were invited after the party to come to the conference room during their breaks to share in the refreshments. This investigation was terminated at the direction of APS to focus on the issues raised in the second communication.

Nepotism

Investigators interviewed PMS Principal to determine if he had hired any relatives as staff at Parks Middle School. The focus was to determine if APS system policy was violated on hiring of relatives.

During the interview of the principal he stated that he had not hired his brother-in-law, cousins, or any other relatives at Parks Middle School. He also stated that the hiring of cousins was not in violation of APS system policy. The person specifically considered to be a relative was Ms. Sandra Ward. This investigation was terminated at the direction of APS to focus on the issues raised in the second communication.

ATF Flyer

Investigators interviewed PMS staff to determine if the flyer was circulated and what were the underlying concerns. The focus was to determine if a meeting was called and held, and what were the reasons for concern.

It was determined that the flyer was circulated at the school for a holiday party. It was determined that a handwritten note was added to the printed flyer indicating that the party would include a discussion of concerns at the school. It could not be determined who added the handwritten note, but it appears to have been on all flyers distributed. The party/meeting was held on December 16th. There was a discrepancy on statements regarding who attended the December meeting with the union representative to discuss the flyer. This investigation was terminated at the direction of APS to focus on the issues raised in the second communication.

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APS-OIR- 06526

Attachment 2

2nd letter issues	Allegations	Persons interviewed[2]
1. After school tutoring program	a. Parents did not have a choice in selecting the afterschool tutoring provider.	Reviewed parent forms
	b. The person in charge of managing the person, was not the same person being paid to manage the program.	2/12 SuJuana White 2/16 Sandra Ward 2/17 SaJuana White 3/1 Gregory Reid 3/1 Alfred Kiel 3/1 Melanie Clark 2/12 Fabiola Aurelien 2/17 Chris Waller 2/17 Fabiola Aurelien 3/1 Sonja Thompson 3/1 Anthony Tiller
	c. The teachers who participated did not receive instruction on program operations.	2/12 Fabiola Aurelien 2/17 Chris Waller 3/16 Kelley Collins 2/17 Fabiola Aurelien 2/17 Felicia Phillips
	d. The student program participation was falsified.	2/12 SuJuana White 2/17 Chris Waller 2/17 Felicia Phillips 3/1 Alfred Kiel 3/7 Tamika Butler ??? Students (see footnote) 2/12 Fabiola Aurelien 2/17 SuJuana White 3/1 Gregory Reid 3/1 Anthony Tiller 3/16 Kelley Collins
	e. Teachers and staff participants were not paid equally nor based on actual participation	2/12 Fabiola Aurelien 3/1 Gregory Reid 3/1 Anthony Tiller 2/17 SuJuana White 3/1 Sonja Thompson 3/1 Melanie Clark
	f. threats	2/12 Fabiola Aurelien 2/17 SuJuana White
2. SASI documentation	a. suspended students are not documented in the attendance system	2/12 SuJuana White
	b. students are suspended more than 9 days per incident	2/12 SuJuana White
	c. staff paid/threatened to manipulate SASI attendance data	2/12 SuJuana White
	d. staff threatened to manipulate SASI grades data	2/12 SuJuana White
	e. student scheduled not updated properly regarding in confusion on where students are and problems with attendance documentation	2/12 SuJuana White
3. Study tips with writing prompts	Students were given actual test questions prior to formal testing.	2/12 Fabiola Aurelien 3/1 Alfred Kiel 3/7 Tamika Butler 3/1 Students

[2] These persons were questioned about issues relating to the allegation, not whether they agreed or disagreed with the allegation.

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APS-OIR- 06527

Interview of Christopher Waller

Investigator Reginal Dukes met with Mr. Christopher Waller on January 10, 2006 and February 17, 2006 at Parks Middle School. Mr. Waller provided the following information:

Mr. Waller is employed for one year with the Atlanta Public School System as Principal of Parks Middle School. On January 10th, Mr. Waller was asked about four issues arising out of the first ATF email:

(1) Mr. Waller was asked about his knowledge about the operation of the "sunshine fund" at Parks Middle School. He advised that he was aware of the existence of the fund, but not aware on how it operates.

(2) Mr. Waller was asked about his knowledge of teachers leaving students during instructional time to attend a birthday party in his honor. He advised that there was a surprise birthday party on December 1, 2005 in his honor. His wife coordinated the party. Mr. Waller advised that only non-instructional staff was in attendance, and that teachers were invited over the PA system to share in the refreshments during their planning period.

(3) Mr. Waller was asked whether he had hired any relatives as employees at Parks Middle School in violation of APS nepotism policy. He advised that he had hired no direct relatives (as defined by APS), nor had he hired anyone who lived with him that was not a relative. Mr. Waller made the point that cousins are not direct relatives under the APS nepotism policy.

(4) Mr. Waller was asked about the distribution of an ATF flyer promoting a Christmas holiday party that would also include discussion of concerns about issues at the school. He advised that he was aware of the flyer, and that on December 16th he and Mr. Pitts met with Ms. Vicki Johnson, the ATF representative at the school to discuss the flyer. Mr. Waller advised that any concerns are a result of him being the new Principal and his decisions as such.

Mr. Waller was interviewed again on February 17th on another issue[3], specifically about his knowledge of the supplemental educational services provided by Preferred Care School Services (PCSS):

Mr. Waller advised that he was aware of the program. He advised that he had sent Ms. Sandra Ward to an APS orientation meeting regarding the SES program. Mr. Waller advised that Ms. Ward was sent at the last minute to bring the information back, because a substitute teacher would not be needed to backfield her while she was at the meeting. Mr. Waller stated that he was aware the Assistant Principal Reid worked for PCSS in this program, but he was unclear on who he thought was the PCSS site coordinator.

Mr. Waller stated that he was indirectly aware of operational issues with PCSS. He stated that he purchased gifts for a drawing from students who participated in the PCSS after-school program. That drawing was held at a pep rally in December. Mr. Waller stated he was not aware of how the names were determined for inclusion in the drawing. He stated that he was not aware of students signing an attendance form/spreadsheet to participate in the drawing.

The last matter discussed in this interview was whether Mr. Waller had ever given cash to employee Sajuana White for doing extra work. He advised he had not. Upon further discussion Mr. Waller did state he had provided cash to Ms. White to help her out with her utility bills on one or two occasions.

[3] Investigator Marc Lawson was also present during this interview.

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APS-OIR- 06528

Mr. Waller was re-interviewed on May 10th for follow-up issues:

- when asked about payments to PCSS, Mr. Waller stated:
  - He is not involved in arrangements with PCSS on classroom rentals. He stated that classroom rentals are handled between Facilities Services with PCSS.
  - He is not involved in arrangements with PCSS on student transportation. He stated that student transportation is handled by the Department of Transportation with PCSS.
  - He is not aware of or involved in any other payments to PCSS.

- When asked about the management of input into the SASI system, Mr. Waller stated:
  - Ms. White has been at Parks for over one year as Secretary to the Assistant Principal and SASI input coordinator (all). Mr. Waller stated that Ms. White is still the SASI coordinator. When asked how Ms. White could still be SASI coordinator without access to the SASI system, Mr. Waller stated that her privileges had been removed because of an inappropriate actions and insubordination with Ms. Thompson. Mr. Waller stated that Ms. Thompson is now responsible for SASI input.
  - He was not sure of Ms. White's weekly hours, but thought they were originally 27 hours per week. When asked about her current hours, he was aware they had been reduced to 27 or 28.[4] When asked why her hours were reduced he stated to be in line with Title One rules.

[4] Yes, the original and current "reduction" is inconsistent.

APS-OIR- 06529

Interview of Gregory Reid

Investigators Reginal Dukes and Marc Lawson met with Assistant Principal Gregory Reid on March 1, 2006 at Parks Middle School. Mr. Reid provided the following information regarding his role with the SES program provider Preferred Care School Services:

Mr. Reid advised that he started with PCSS at the beginning of the program. He was unclear as to whether that was October or November of 2005. Mr. Reid stated that he was the site coordinator and was paid $50 per hour for that role (he knew that teachers were paid $25/hour). He stated his responsibilities included:

- Assigning class rolls
- Assigning students to classes
- Determining which teacher was assigned for what subject
- Observing classes
- Team teaching as needed
- Filling in for teachers as needed

Mr. Reid advised he was not responsible for:

- Reports to parents
- Student progress reports
- Attendance records for students or teachers.
    - He advised that Mr. Selmon assigned this task to Ms. Thompson and/or Ms. White.
    - Mr. Reid stated that 30-60 students participated in the program on any given day.
    - He advised that Dr. Kiel provided tutoring before and after school under the PCSS program.

When asked about the role of Ms. Sandra Ward, he advised that they worked together but he was not aware of her official title. Mr. Reid acknowledged that he did not attend the APS orientation on the SES program.

When asked about the December incentive drawing for PCSS student participants, Mr. Reid stated he was not involved in any way ... not in the determination of the students included, the drawing, or the gifts. He stated he was not present for the drawing.

Mr. Reid was re-interviewed on May 11th regarding Ms. Sajuana White's additional allegations (see page 21 in tab 12). Mr. Reid advised that:

- He was not aware that her SASI duties had changed, but had directed Ms. White to help with the year-end cleaning out of closets (see tab 15).
- He has never had a discussion with anyone at GDOL or otherwise about Ms. White's social security number or her attempts for unemployment during the summers (see tab 16).

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APS-OIR- 06530

Interview of Sandra Ward

Investigators Reginal Dukes and Marc Lawson met with Ms. Sandra Ward, SFA Facilitator, on February 16, 2006 at Parks Middle School. Ms. Ward provided the following information on her role with the SES program provider Preferred Care School Services:

Ms. Ward started with the program as a result of Mr. Waller sending her to the APS orientation session for the SES program. Ms. Ward stated that she is not employed by PCSS and is not paid by PCSS. She was aware that certified teachers were paid $25/hour for tutoring and that non-certified persons were paid $15/hour for program support. She stated her "role" has been:

- To bring back the information from the orientation session to the school
- Give forms to teachers for distribution to students for participation in the program, including a parental permission form and list of providers
- Handing out application forms to teachers for participation as tutors with PCSS
- Touching base with Ms. White on program operations
- Interfacing with Mr. Selmon at PCSS

Ms. Ward stated that her role did not include:

- Giving instructions to teachers on the program's operation
- Being present during program hours

She advised that 70-98 students participated in the program. When asked about the role of Mr. Reid, she advised that he was the program coordinator. It was her understanding that his duties were to

- Oversee the building, including monitoring and walking around
- Back-field as a tutor in math when needed
- Help Ms. White

Ms. Ward said she felt the teachers were not being asked to do anything different from their daily duties as certified teachers and did not see the need to go into details on program operation. When asked about the role of Ms. White, she advised that Ms. White was responsible for:

- Overseeing the program
- Giving out snacks
- Making sure that transitions took place in the building

Ms. Ward was asked about her knowledge of documentation previously requested by Investigator Dukes on two occasions from Mr. Waller:

- Student sign-in sheets for attendance, including athletes
- Original SES provider list
- Forms showing the selection of PCSS by parents
- List of all teacher applications and acknowledgment letters to teachers for participation
- Original time sheets for teachers and Blank application to teachers

When asked why she participated in the program without compensation, Ms. Ward stated that she knew when she changed schools that she would need to help out without compensation for all support given in order to help the school improve. She stated that the school needs support.

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APS-OIR- 06531

Interviews with Fabiola Aurelien

Investigators Reginal Dukes and Marc Lawson met with Ms. Fabiola Aurelein on February 12th at her home and on February 17th at Parks Middle School. Ms. Aurelien provided the following information on her role with the SES program provider Preferred Care School Services:

Ms. Aurelein stated that she has been a Math teacher at Parks Middle School for two years. She stated her role with PCSS was as a math tutor. Ms. Aurelein stated that she thought there were 15 teachers serving as tutors. She stated that teachers signed-in with Ms. White (and later Ms. Thompson) at the beginning of the program each day. Ms. Aurelein stated that she was not aware of any direct supervision of teachers in the program.

Ms. Aurelein was of the understanding that Ms. Sandra Ward was the program coordinator, until she was recently chastised for calling Ms. Ward the program coordinator. She stated that she had earlier shared concerns with Ms. Ward about the program:

- Never receiving request for progress reports in December 2005
- Asked to provide progress reports in February 2006 when she did not have the same students each day
- Never advised to provide documentation of student attendance
- All participating teachers not included in meetings to review program procedures

Ms. Aurelien stated that she was called into a meeting with Ms. Sandra Ward and Bill Selman on Friday, February 10th to terminate her services with PCSS since she was paid but did not tutor students, because she would not provide progress reports. She stated that she advised them she did tutor, but could not do progress reports since she did not see the same students consistently. Ms. Aurelien stated that Ms. Ward took the led in the meeting and was very harsh with her. She stated that she was confused on her status because at the end of the meeting Mr. Selmon asked her not to "resign." During the February 17th interview, Ms. Aurelien stated that at some point Mr. Waller had attempted to solicit her as program coordinator to "get things straightened out."

Ms. Aurelien stated that she was a member of the design team and did not tutor on Monday's when the design team met, but did sign-in for PCSS on Monday's along with other teachers. She stated that Ms. Ward was aware of this practice since she was also a member of the design team and in the room when the PCSS sign-in sheet was brought into the design team meeting for teachers to sign-in.

When asked about allegations of cheating on the writing test, Ms. Aurelien stated that she was included in a teacher meeting about this subject. At that meeting all persons were asked to sign a sheet on whether they were aware of the allegations.[5] Afterwards she was individually called into Mr. Waller's office as part of his investigation into the allegations. Mr. Waller had a tape recorder. Ms. Aurelien stated that she wanted someone else in the room as a witness and Mr. Waller called in Dr. Kiel. She then answered Mr. Waller's questions. The conversation was not taped. After Dr. Kiel left the room, Mr. Waller asked some hypothetical questions. Ms.

[5] Ms. Aurelien was the only person present that admitted to hearing about the allegations.

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APS-OIR- 06532

Aurelien thought he was trying to see if he could count on her not to say certain things that would incriminate him (Mr. Waller). Ms. Aurelien also stated that an unscheduled staff meeting was held in which the Principal stated that "I know there are people who are unhappy here and I'll take care of making sure that these people go on their way."

When asked about how someone could access the test prior to test time, Ms. Aurelien stated that there is general access to Dr. Kiel's office and that the tests are not sealed when the teachers come to pick them up. She also stated that the week before the test teachers where given specific instructions on how to prepare the students for the writing test.

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APS-OIR- 06533

Interview with Anthony Tiller

Investigators Reginal Dukes and Marc Lawson met with Mr. Anthony Tiller on March 1, 2006 at Parks Middle School. Mr. Tiller provided the following information on his role with the SES program provider Preferred Care School Services:

Mr. Tiller is the in-school suspension coordinator. He stated that his role with PCSS was 50% as a math tutor and 50% support. His support duties included monitoring the halls, securing the doors, and escorting students to the bus. Mr. Tiller stated that his rate of pay was $25/hour.

When asked about program operations, Mr. Tiller stated that he understood Ms. Sandra Ward to be the site coordinator. He stated that he interviewed for the position with Ms. Ward and Mr. Waller. His current understanding is that Ms. Thompson has replaced Ms. Ward as site coordinator.

He estimated that 5-8 teachers participate as tutors and an average of 20-25 students participated in the program on a daily basis. Mr. Tiller stated that he has not done any student performance reports.

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APS-OIR- 06534

Interview with Tamika Butler

Investigator Reginal Dukes met with Ms. Tamika Butler on March 7, 2006 at Parks Middle School. Ms. Butler provided the following information on her role with the SES program provider Preferred Care School Services:

Ms. Butler is a language arts teacher at Parks Middle School.

Ms. Butler stated that she is not a tutor with PCSS. She stated that she is the cheerleaders' coach and her knowledge of the program relates to the interfacing with athletes and cheerleaders. Ms. Butler stated that athletes were forced to participate in the program in order to be eligible to play sports. To her knowledge the athletes spent 15-20 minutes before practice in tutoring sessions. Ms. Butler stated that cheerleaders were also forced to participate in order to participate in this activity, "even if they were straight A students."

When asked about the December raffle, Ms. Butler stated that she was aware of the raffle. She understood it to be an attendance incentive and that large gifts were awarded.

In regards to attendance documentation, Ms. Butler stated that she remembered a time that Mr. Tiller came around for two days with attendance sheets for the basketball team and the cheerleaders to sign. She stated that she initialed the form for the cheerleaders for January 10th, but refused to initial for January 9th she did not think the program was operating that day. It was her understanding that the basketball team members did sign the attendance sheets for attendance on both days.

Ms. Butler was also asked about her knowledge relating to the CRT test. She stated that she was not aware of a tip sheet for the 8th grade writing exam. She stated that she was vaguely aware of students stating that someone talked to them about what to focus on.

Ms. Butler said she does recall that after the test a special education student ran to a teacher (Ms. Johnson) and stated that the test was exactly like the sheet they had studied from. Ms. Butler also recalled that a student (Ashanti White) told her Mr. Waller approached him during the test to question one of his answers, specifically stating "are you sure you want to do that" and asked him to change his answer.

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APS-OIR- 06535

Interviews with Felicia Phillips

Investigators Reginal Dukes and Marc Lawson met with Ms. Felicia Phillips on February 17th, 2006 at Parks Middle School. Ms. Phillips provided the following information on her role with the SES program provider Preferred Care School Services:

Ms. Phillips stated that she has been working with the PCSS programs since October or November, 2005. Her role was as a math tutor.

When asked about program operations, Ms. Phillips stated that:

- After filling out the application, she did not receive an acceptance letter. When presented with a copy of the letter, Ms. Phillips stated she had never seen the document.
- She did not receive anything in writing about her responsibilities, no curriculum nor information about her hourly rate for her services
- She does not recall being invited to any program coordination meetings
- She did see the student participation forms signed by parents
- At times 2-3 teachers worked with one group of students at one time
- She understood that Ms. Sandra Ward was the program coordinator, but she was not on-site during the program time.
- She was aware that Mr. Reid was involved with the program because of his involvement in assembling students and doing some team teaching.

When asked specifically about her participation between November 28th – December 1st, Ms. Phillips was not sure which days she worked. When shown her time sheet with some blacked out areas, she was not aware of why certain parts were blacked out.

Ms. Phillips stated that she did get the request for progress reports in late December, but was confused and frustrated on what to do because of confusion on what students were included and what was suppose to be tracked. She stated there were no names of students on the forms provided. Mr. Phillips stated that Ms. Ward had commented on her frustration about "people not doing what they were suppose to do" in regards to the progress reports.

At some point in December, Ms. Phillips stated that she made a written list of 10 concerns about the program, but did not share them with Ms. Ward. She did participate in her first program coordination meeting on Tuesday, February 14th and though duties were still not clear, it was a positive start. Ms. Phillips stated that some teachers expressed that they were not willing to continue working with the program until the problems were fixed. To her knowledge 20-23 students participated on February 13th.

Ms. Phillips also stated that she was aware that some parents wanted to pull their 6th grade student out of the program because they were not getting the language arts tutoring that was promised.

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APS-OIR- 06536

Interview with Kelley Collins

Investigator Reginal Dukes met with Ms. Kelley Collins on March 16th, 2006 at Parks Middle School. Ms. Collins provided the following information on her role with the SES program provider Preferred Care School Services:

Ms. Collins is a language arts teacher at Parks Middle School. She has been employed with APS for three years and at Parks for two years. Ms. Collins stated that she has worked with PCSS since November 2005 as a language arts tutor. She stopped working for PCSS at the end of January. When asked about program operations, Ms. Parks stated that:

- She was in an initial meeting were teachers were given grade level assignments for tutoring, but no student lists
- She did receive a diagnostic test for administration
- The first week received packets for students to work from, no curriculum support after that
- Was not told to take daily student attendance, but did so at first.
- Sometimes there were no kids present to tutor
- She was a part of the school design team and did sign the PCSS time sheet during those Monday meetings, as did other teachers
- Has not done any student progress reports
- Understood Ms. Sandra Ward to be the program coordinator, but she was not available during program hours
- Estimated 30-60 students participated on a daily basis. Some of the fluctuation was due to when athletes participated.

a recent group meeting with Ms. Ward and Mr. Selmon. Ms. Collins stated that in that meeting teachers were told if they signed time sheets and did not have classes they committed fraud. They were advised that someone had sent a letter about the fraud and this meeting was to check on what was going on. Ms. Collins stated that she did not say anything about what she thought. The meeting focused on progress reports, teacher pay, and the amount of students. Ms. Collins stated that she was a part of the design team and did attend the Monday meetings.

Ms. Collins said she had a lot of students in the beginning of the program, but was down to 4-5. She stated that she had been fulfilling her duties, but was not going to produce progress reports. She stated she was not going to do the reports because she did not work with the same kids all the time ... she just wanted to "wash her hands of the whole thing."

Ms. Collins stated that she was aware that Ms. Stacy Webb resigned under pressure and that it was a great loss for the school. She stated that Ms. Webb did her job extremely well and was helpful to others, even those teachers outside of her direct support responsibility for the math department. Ms. Collins stated that she was aware Ms. Webb was escorted off the premises by police and did not feel that Ms. Webb's behavior ever warranted such action.

Ms. Collins closed by stating that she felt the tutoring program could be more effective if it was better organized. She is no longer associated with the program.

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APS-OIR- 06537

Interview with Melanie Clark

On March 1, 2006, Investigators Reginal Dukes and Marc Lawson met with Ms. Melanie Clark at Parks Middle School. Ms. Clark provided the following information on her role with the SES program provider Preferred Care School Services:

Ms. Clark stated that she has been a paraprofessional at Parks Middle School for the last three years.

Ms. Clark stated that she started with the PCSS program in December 2005. She stated that her duties were:

- Being in the office to answer the phone for calls from parents
- Maintaining attendance sheets
- Notifying students when it was time to leave for the bus

Ms. Clark was not sure of her hourly rate, she stated she thought it was $11/hour. She understood that Mr. Reid was the program coordinator because he met with the kids and walked around the building.

Ms. Clark stated that she was not aware of Ms. SaJauna White's role. She stated that Ms. Thompson has been responsible for keeping the time sheets since January 2006.

When asked about the December raffle, Ms. Clark stated that she was not aware of the raffle but did recall the pep rally. She latter stated that she was responsible for creating the numbers to identify the prizes. Ms. Clark stated that she did not attend the pep rally.

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APS-OIR- 06538

Interviews with SuJuana White

Investigators Reginal Dukes and Marc Lawson met with Ms. SuJuana White on February 12 & 17, 2006 at Parks Middle School. Follow-up conversations were also held with Ms. White. She provided the following information on her role with the SES program provider Preferred Care School Services:

Ms. White stated that she has been employed for a year and a half as the SASI clerk at Parks Middle School. She stated that she worked for PCSS in the after-school program for two months with the following responsibilities:

- General program secretary
- Keep time sheets for students (about 40) and teachers (10-12)
- Handing out snacks
- General program coordination in Ms. Ward's absence

It was her understanding that Ms. Sandra Ward was the program coordinator, but that Ms. Ward was rarely available during the after-school program. Ms. Ward did take the time sheets from her and fax to PCSS. Ms. White did not see the time sheets for Mr. Reid or Ms. Ward.

She was initially paid $25/hour for two weeks; her rate was reduced to $15/hour without notice. When she inquired with Ms. Ward about her short pay, Ms. Ward advised that she was not a certified teacher and therefore not eligible for the higher pay. Ms. White felt that other non-certified teachers were paid at the higher rate, specifically Mr. Jackson and Mr. Tiller.

When asked about the December 2005 incentive drawing for PCSS participating students, she advised that her role in that event was to prepare a spreadsheet with all student names and boxes for the dates of the tutoring sessions. She advised that several students asked her why they were required to sign this spreadsheet. The signing of the spreadsheet was before the drawing. To her knowledge students were told to sign the spreadsheet in order to enter the drawing for the prizes. She did state that she did not hear Mr. Waller say this. It was her understanding that Ms. Ward facilitated the students signing the spreadsheets. Ms. White also stated that the PCSS student attendance sheets have been lost at least three times (see flow chart).

Ms. White resigned from the PCSS program. She stated that she was called into a meeting with Ms. Ward on February 10th in order to clear her name (Ms. White's):

- Teachers are alleging she allowed them to falsify time sheets. She stated that she did not give time sheets to the teachers. She filled in the top information and made copies for entering the time each week. That she (Ms. White) had the teachers come to her to sign-in and sign-out each day. These records were given to Ms. Ward and are now missing.

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APS-OIR- 06539

Ms. White was also asked about her role in entering attendance data into the SASI system. She specifically stated that:

- Mr. Waller had asked her to manipulate the attendance data and offered her $50 cash during a meeting in which Ms. Ward was in attendance. She stated that she did not remove the absences as requested.
- Teachers are not consistently showing suspended students as absent in all classes.
- Students are suspended longer than the maximum allowable 9 days.
- Student schedules are not being properly entered into the system thereby having a confusing situation on where a student is suppose to be at any given time.
- She was required to work overtime without pay to keep up with the data input for attendance and disciplinary actions.
- She was required to input grades into SASI even though this was not in her job description. Dr. Kiel had those duties. She was also asked to create grades for missing data, which she refused.
- She has been removed from SASI duties because of her refusal to manipulate attendance and grades data. But her SASI id# is still being used by someone to input or change data.
- Her hours have been reduced because of her refusal to manipulate data.
- She has been threatened with termination for refusal to manipulate attendance and grades data by Mr. Waller, Mr. Reid, and Dr. Kiel. Ms. Thompson is now responsible for entering SASI data.
- She was hospitalized for two weeks with high blood pressure due to the "work related stress in a hostile work environment."

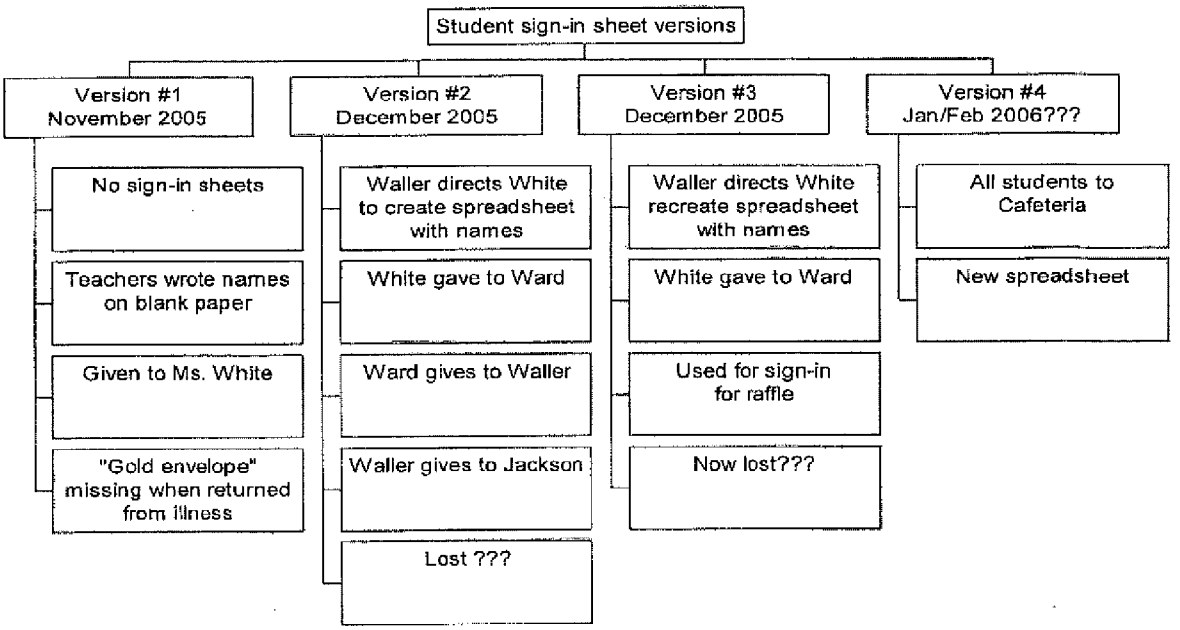
When asked who her direct supervisor is, she stated Mr. Reid the Assistant Principal. When asked why she was having numerous disciplinary meetings with Mr. Waller, she stated she did not know why. In one such meeting, Mr. Waller demanded that she ask Mr. Reid for a performance evaluation. Ms. White stated that she refused and stated it was Mr. Reid's responsibility to give her a performance evaluation regardless of if she asked. Mr. Reid was in the meeting. She stated that this was one of several meetings in which Mr. Waller threatened or intimidated her.

Since the last interview Ms. White has provided:

- A copy of an email she sent to Ms. Meredith Kaltman, APS Student Information Support Manager, regarding her concerns about the SASI system data manipulation at Parks Middle School. Ms. White also provided a copy of Ms. Kaltman's response asking for more information and copying Mr. Waller on her request (see attachment 14).
- A statement regarding alleged retaliation by Mr. Waller in changing her work assignments, though her title has not changed. She has been denied access to SASI and is now responsible for cleaning closets. This has resulted in physical injury to her. When she reported the injury, she was told no accident report forms were available at Parks Middle School (see attachment 15).
- A statement regarding a call she overheard between Assistant Principal and a female discussing Ms. White's unemployment claim that she had filed last year with the Georgia Department of Labor, including repeating her social security number twice. Mr. Reid's wife is an employee at the Georgia Department of Labor (see attachment 16).

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APS-OIR- 06540



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APS-OIR- 06541

Interview with Alfred Kiel

Investigators Reginal Dukes and Marc Lawson met with Dr. Alfred Kiel on March 1, 2006 at Parks Middle School. Dr. Kiel provided the following information on his role with the SES program provider Preferred Care School Services:

Dr. Kiel stated that he is an Instructional Learning Specialist at Parks Middle School, which includes responsibilities for administration of the CRT test.

Dr. Kiel advised he had been with the **PCSS program** since the beginning in September or October of 2005. He stated that his role in the program was as a tutor primarily for the athletes before (7:30 am to 8:30 am) and after (4:30 pm to 6:30 pm) school under the PCSS contract. Dr. Kiel advised that the athletes came to the tutoring sessions before sports practice in the afternoon and their time in the program depended on the sports practice schedule. Dr. Kiel stated that he did also tutor non-athletes after school. He stated he did not know what his hourly rate was for this service.

When asked about program operations, Dr. Kiel stated that he understood that Ms. Sandra Ward was the program coordinator.

Dr. Kiel was also questioned about his role in the **administration of the CRT test**. He stated that he receives sealed packets with the test and maintains them in a locked safe until they are distributed to teachers. Dr. Kiel stated there is not a study guide for the test and that no one other than himself has access to the tests before he distributes them to the teachers. Dr. Kiel stated that no one has approached him about advance access to the test. He stated that he breaks the seal of the test packets the day before the tests are to be administered to sort and label them for distribution to the teachers.

When asked about rumors of cheating on the test, Dr. Kiel stated that he had heard those rumors. He also stated that he heard that information about the test was available on the Internet. When asked about teacher statements that a study guide was provided for preparing students for the test, Dr. Kiel stated that he had not seen nor distributed that document.

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APS-OIR- 06542

Follow-up Interviews with 8th Grade Teachers

Investigator Reginal Dukes did follow-up with the 8th grade teachers regarding the 8th grade writing test. On May 10th individual interviews were held with teachers: Damon Arnold, Crystal Draper, and Doreath Wilson. All three stated that they had seen and received the tips in a grade level meeting at Parks Middle School.

We were not able to interview Dorian Rodgers, who no longer works at Parks. We were not able to interview Tanzy Lewis because she is on maternity leave.

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APS-OIR- 06543

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Interview with Students at Parks Middle School

Investigator Reginal Dukes met individually with 13 students on March 1, 2006 at Parks Middle School: STUDENT NAMES REDACTED. The students were asked about two issues: (a) their participation in the December raffle and (b) their knowledge about a tip sheet used in preparation for the CRT writing test.

December Raffle

All students were aware of the raffle. Two students stated they were not included in the drawing because of the low attendance in the program. One student said they were included in the drawing even though they had low attendance, but did not win a prize.

The majority of the students stated they were not consistent in attending the tutoring sessions, with the majority attending less than 25% of the time. Several students remembered being called into the office or approached during class to sign a spreadsheet. They said they did as they were told and initialed all boxes indicated by their names. Those who went to the office stated Ms. Ward or Ms. White were the persons with the spreadsheet.

Writing Test

All students were aware of the tip sheet for the writing test. Most stated that they were directed to practice responding to question #7 on the tip sheet in preparation for the writing test. They also acknowledged that a very similar question was on the test. Some students stated that they received the tip sheet before the Christmas holidays and were told to study over the holidays, primarily those who received the tip sheet from Mr. Rodgers. Other students stated they received the tip sheet a week or so before the test.

When asked who gave them the tip sheet, all students stated they received the tip sheet from their language arts instructors (Mr. Rodgers mentioned most often, also Ms. Lewis and Ms. Wilson).

One student did state that they were recently called into a meeting in the cafeteria with Mr. Reid and Ms. Holloway about new tutorial sessions on Saturday. The student stated that this investigation was not discussed in that meeting.

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APS-OIR- 06544

Interview with Mr. Pitts

Investigator Reginal Dukes met with Mr. Pitts on January 17, 2006 at his office. The focus of this interview was his meeting with Ms. Vicki Johnson and Principal Waller regarding the distribution of the ATF holiday flyer at Parks Middle School. Mr. Pitts provided the following information:

Mr. Pitts stated that he did visit Parks Middle School for a meeting. During that meeting he stated that Mr. Waller made him aware of the flyer and asked whether he (Mr. Pitts) thought it was appropriate for distribution at the school. Mr. Pitts stated that he did not think it was appropriate to distribute the flyer with the handwritten message at the top for a meeting to discuss issues at the school, he did think it was appropriate for advertising a holiday party. Mr. Pitts stated that he advised Mr. Waller to call in the ATF representative to the meeting to discuss the flyer.

Mr. Pitts stated that Ms. Young did come to the meeting and when he questioned her about the handwritten note Ms. Young stated that she did not write the note. He also stated that he advised her she could file a level 2 grievance with him if there were major concerns at the school. Mr. Pitts stated when he asked her if she had any concerns about the school, Ms. Young did not state any. "She did not say a word."

When asked if any subsequent concerns about Parks Middle School have come to his attention since the flyer, Mr. Pitts noted only one concern regarding teacher evaluations. He stated this was not within his scope of responsibilities. Mr. Pitts stated that he did implement a survey after the flyer incident and that survey was "pretty positive." He did not provide a copy of the survey or the results.

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APS-OIR- 06545

Interview with Kelli Smith

Investigator Reginal Dukes met with Ms. Kelli Smith on January 17, 2006 at Parks Middle School. The focus of this interview with Ms. Smith was her knowledge or involvement in the management of the "sunshine fund" at Parks Middle School. Ms. Smith provided the following information:

Ms. Smith stated that she is a 6th grade social studies teacher working at Parks Middle School for the last 5 years. She has been with APS for 11 years.

When asked if she had inquired about bounced checks from the sunshine fund, Ms. Smith advised that she had not made such an inquiry. She did state that she was present when April Hadley was discussing concerns about the sunshine fund. Her recollection was that Ms. Hadley was repeating a conversation she had with Melanie Clark. Ms. Smith was of the understanding that Ms. Clark was responsible for collecting funds for the sunshine fund. She also indicated that Ms. Brantley might also have knowledge of the sunshine fund operations.

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APS-OIR- 06546

2005 Request for Supplemental Services --- Parks Middle School/ PCSS provider[6]

Student Name	2005[7]		2006
			Yes
	STUDENT NAMES REDACTED		
			Yes
		No parent signature	
		Two applications	Yes
		No parent signature	
		Two applications	Yes
			Yes
		No parent signature	Yes
		No parent signature	
		No parent signature	
			Yes
		Two forms in 2006, different handwriting on parent signatures	Yes
25			
		No parent signature	
	STUDENT NAMES REDACTED		
			Yes
		Two forms	
		No parent signature	
			Yes
		No parent signature	
		No parent signature	Yes
		No parent signature	

[6] List developed by investigator based copies of forms provided.
[7] Preferred Care was the only choice on all these students' forms for both 2005 and 2006.

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APS-OIR- 06547

STUDENT NAMES REDACTED			
			Yes
		Two applications, different parents?	Yes
		No parent signature	
			Yes
		No parent signature	
			Yes
		No parent signature	
		No parent signature	
		No parent signature	
75			
			Yes
		No parent signature	Yes
STUDENT NAMES REDACTED			
			Yes
		No parent signature	
		No parent signature	Yes
		No parent signature	
			Yes
98			

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APS-OIR- 06548

2006 Request for Supplemental Services --- Parks Middle School/ PCSS provider[8]

Student Name	2006[9]		
	STUDENT NAMES REDACTED		
		Two forms, different parent signatures	
		No parent signature	
25			
	STUDENT NAMES REDACTED		

[8] List developed by investigator based on original of forms provided.
[9] Preffered Care is the only provider indicated on all these students' forms.

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APS-OIR- 06549

50			
STUDENT NAMES REDACTED			
		Two forms, different parent signatures	
75			
STUDENT NAMES REDACTED			
95+19=114		14 repeated from the first semester	

APS-OIR- 06550

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Document requests to William Selmon

Investigator Dukes has made repeated requests to Mr. Bill Selmon at PCSS for the following documents, which have not been received:

- Payroll records for PMS teachers involved in the program to determine the services for which they were paid, specifically for November 30th d December 21st.
- The canceled check we were told by Mr. Selmon was given to Ms. Ward to purchase the gifts for the December pep rally.

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APS-OIR- 06551

White, Sujuana

From: Kaltman, Meredith **Sent:** Mon 4/10/2006 10:23 AM
To: White, Sujuana
Cc: Waller, Christopher
Subject: RE:
Attachments:

Ms. White-

Of course I remember you. I'm sorry that you have had such difficulties, but I don't know how much I can help you. There are 3 issues that I do want to address with you.

First, you have made some serious allegations in your message. I have spoken with Mr. Waller to try to gain some clarity on the situation, and have copied him on this email.

Second, Rhonda was doing her job as she has been told. Mr. Waller has full control over who has access to the SASI data at the school. He tells us who can have access and whose access should be restricted. We just complete the actions as he requests. If you have any questions about that, please talk with him.

Finally, as I said, these are very serious allegations you have made. I need specific incidents of illegal activities and falsification of records or data. Please send me dates that these events occurred along with the names of the people involved and the exact description of what occurred. The sooner I have that information, the sooner I can take action.

Thank you for your cooperation in resolving these issues.

Meredith Kaltman

Student Information Support Manager

Atlanta Public Schools

APS-OIR- 06552

130 Trinity Avenue

404-802-2735

www.apsit.org/sasi

From: White, Sujuana
Sent: Monday, April 10, 2006 10:02 AM
To: Kaltman, Meredith
Subject:
Importance: High

Good morning Meredith,

You may not remember my name but once you read this email you will remember me and my situation. This is Sujuana White over at Parks Middle School. I have been having issues with so many inexperienced users with SASI at my school. Our attendance is the first and main issue. The teachers are taking the attendance accurately and daily. However, I have noticed an increase in absences which lets me know that the attendance is being taken because we (you and I) know that if the teachers do not open up their classxp to take the attendance it automatically makes the student present. At this point my SASI rights have been taken away from me and given to someone whom my principal calls a team player. (I can and will elaborate more with you in person) Now I am seeing a lot of illegal things happening here and I am lying low because I feel my job is on the line but I am being forced to call this to your attention. My SASI rights were snatched away on Friday, March 31, 2006 and I found out when I called it in to client support. I then called Rhonda Malik who is very familiar with all of my concerns and she was nonchalant about it and told me that she got the order to cancel my SASI rights from my principal on Thursday and that she did not know what was going on. I then went to him (my principal) and asked him was there a reason for me not being able to access SASI . He then told me he would talk to me later on about that. However, we have people using SASI log in and passwords of people who no longer work here and/or have been gone for whatever reasons (out sick for months). There are even issues with FTE and other programs and information that has been falsified. At this point I don't know what you can do but I just wanted to share this information with you to make me feel better. Please contact me as soon as you are available to discuss my concerns until then I am waiting patiently with our discipline building and me not having a clue as to when and what to do. All school year I have been supportive of Rhonda Malik and her advice and support but at this point I don't trust anyone and I need some clearance. I apologize for such a long email but I am so overwhelmed by what I'm seeing and experiencing until I had to search further than Rhonda. I look forward to hearing from and/or meeting with you soon.

APS-OIR- 06553

PHOENIX RESEARCH & INVESTIGATIONS, LLC

CASE ACTIVITY LOG

CASE NO: Atlanta Public School – Parks Middle School

Date	PI Initials	Activity	Hours	Milage
1/10/2006	RJD	Intrv w/ Chris Waller @ 1090 Windsor Str, SW Atlanta, GA.	2	33
1/10/2006	RJD	Intrv w/ Kelly Smith @ 1090 Windsor Str, SW Atlanta, GA.	2	0
1/17/2006	RJD	Intrv w/ Mr. Pitts @ 1090 Windsor Str, SW Atlanta, GA.	2	0
2/12/2006	RJD	Intrv w/ SuJuana White @ her home. **(* RD & ML)**	4	72
2/12/2006	RJD	Intrv w/ Fabiola Aurelien @ her home. **(* RD & ML)**	6	44
2/16/2006	RJD	Intrv w/ Sandra Ward @ 1090 Windsor Str, SW Atlanta, GA. **(* RD & ML)**	4	66
2/17/2006	RJD	Intrv w/ SuJuana White @ 1090 Windsor Str, SW Atlanta, GA. **(* RD & ML)**	4	66
2/17/2006	RJD	Intrv w/ Fabiola Aurelien @ 1090 Windsor Str, SW Atlanta, GA. **(* RD & ML)**	4	0
2/17/2006	RJD	Intrv w/ Chris Waller @ 1090 Windsor Str, SW Atlanta, GA.	2	0
2/17/2006	RJD	Intrv w/ Felicia Phillips @ 1090 Windsor Str, SW Atlanta, **GA. (* RD & ML)**	4	0
3/1/2006	RJD	Intrv w/ Gregory Reid @ 1090 Windsor Str, SW Atlanta, GA. **(* RD & ML)**	4	66
3/1/2006	RJD	Intrv w/ Alfred Kiel @ 1090 Windsor Str, SW Atlanta, GA. **(* RD & ML)**	4	0
3/1/2006	RJD	Intrv w/ Anthony Tiller @ 1090 Windsor Str, SW Atlanta, GA.	4	0
3/1/2006	RJD	Intrv w/ thirteen students (**STUDENT NAMES REDACTED**) @ 1090 Windsor Str, SW Atlanta, GA.	6	0
3/1/2006	RJD	Intrv w/ Melanie Clark @ 1090 Windsor Str, SW Atlanta, GA.	2	0
3/7/2006	RJD	Intrv w/ Tamika Butler @ 1090 Windsor Str, SW Atlanta, GA.	2	33
3/16/2006	RJD	Intrv w/ Kelly Collins @ 1090 Windsor Str, SW Atlanta, GA.	2	33

5/5/2006	RJD	Prepared first draft of Investigative Report	3	0
5/10/2006	RJD	Met w/ Dr. Hall, Mr. Pitts, Ms. M. Few @ 130 Trinity Ave, Atlanta, GA.	1	26
5/10/2006	RJD	Intrv w/ Damon Arnold, Crystal Drape and Doreath Wilson @ 1090 Windsor Str, SW Atlanta, GA.	4	33
5/11/2006	RJD	Intrv w/ Gregory Reid @ 1090 Windsor Str, SW Atlanta, GA.	1	33
6/30/2006	RJD	Prepared final draft of Investigative Report and delivered to 130 Trinity Ave, Atlanta, GA.	4	26
Total			**69**	**531**

- Note: Two Investigators were authorized by DP-G; second investigator, Marc Lawson

Confidential

Report of Investigation

For

Atlanta Public Schools

Parks Middle School

Prepared by:

Investigator Reginal J. Dukes
Phoenix Research & Investigations, LLC
June 30, 2006

Private & Proprietary information for the Atlanta Public School System — Office of Internal Resolution, compiled by Phoenix Investigation and Research. This is a confidential statement of findings as attorney-client work product.

APS-OIR- 06672

Table of Contents

		Page
A.	**Summary of Investigation**	3
B.	**Investigative Details**	4
C.	**Conclusion**	7

D. Attachments

1. Summary of issues from initial investigation of first communication
2. Outline of issues from investigation of subsequent communications
3. Interview of Christopher Waller
4. Interview of Gregory Reid
5. Interview of Sandra Ward
6. Interview of Fabiola Aurelien
7. Interview of Anthony Tiller
8. Interview of Tamika Butler
9. Interview of Felicia Phillips
10. Interview of Kelley Collins
11. Interview of Melanie Clark
12. Interview of Sujuana White
13. Flow chart of student attendance documentation process
14. Sujuana White email to SASI Project Manager on concerns
15. Sujuana White statement of change in duties and resulting injury
16. Sujuana White statement of Mr. Reid's call to someone to interfere with Ms. White's past/future unemployment status
17. Interview of Alfred Kiel
18. Follow-up interviews with 8th grade teachers
19. Interviews of Students
20. Interview of Mr. Pitts
21. Interview of Kelli Smith
22. List of PCSS students 2005 (first semester)
23. List of PCSS students 2006 (second semester)
24. Pending documents not received from PCSS
25. Check from PCSS for pep rally gifts

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APS-OIR- 06673

Report of Investigation –- Parks Middle School

Summary of basis for investigation

This inquiry commenced on January 10, 2006 with the receipt of an email from the Atlanta Federation of Teachers, sometime in late December 2005. The concerns expressed at that time were vague and nonspecific and did not rise to the level of any policy violations. Initially, it was decided that an inquiry be made to determined if there was more information that would give us an understanding as to exactly what was occurring at Parks Middle School.

Sometime around January 13, 2006, a second piece of communication (letter) arrived, via U.S. Mail, for Ms. Sheryl Freeman in the Office of Internal Resolution. This letter had some very specific allegations:

(a) citing some operation discrepancies in the Supplemental Educational Services (SES) after school tutorial program at Parks Middle School;

(b) allegations of manipulation of the SASI system attendance (class XP); and

(c) numerous instances of questionable managerial practices by Principal Waller and other staff members.

The third letter was received sometime prior to January 18, 2006. It contained information of possible cheating on the eighth grade-writing exam. Both letters were anonymous and the email from AFT did not reveal their source or author of information.

Copies of these communications were provided to Investigator Dukes, after which he held interviews with members of the faculty and staff at Parks Middle School. A summary of each of those interviews is included in the attachments to this report.

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APS-OIR- 06674

Investigative Details

The investigation initially focused on the issues raised in the first communication[1], but was refocused to concentrate on the four issues in the second and third anonymous communications:

- Supplemental Educational Services After School Tutorial Program
- SASI data system
- 8th grade writing test
- Principal's managerial practices

(1) Supplemental Educational Services (SES) Afterschool Tutorial Program

The investigation found that parents were not given a choice of providers for this program:

- During the selection process of the SES providers, students **were not** given the complete package, which should have included:
    - a letter to parent(s) with instructions,
    - a list of providers
    - the request form for supplemental services (on all the Request for Supplemental Services forms for Parks Middle School, PCSS is the first and only choice. It is written in with a different handwriting from the rest of the form in all cases.)
- This practice has continued with the distribution of application forms on March 9, 2006.

The investigation found that teachers did not have written instructions or curriculum for participating in the program:

- No written instructions could be found. The ad hoc program coordinator stated that no written instructions were provided to the teachers.
- It was determined that Assistant Principal Reid is the paid program coordinator for the afterschool program, but Ms. Sandra Ward was the unpaid coordinator for the program. Ms. Ward was not full-time and her lack of availability during the program time was of concern to several teachers and staff. Ms. Ward was available during the school day and for a short time after school for some coordination. The teachers and staff participating in the program considered her the program coordinator and did not approach Mr. Reid on their concerns. Ms. Ward was sent to the initial program overview by the Principal and has been working with this specific provider since October 2005.

[1] See attachment #1

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APS-OIR- 06675

- The teachers did not work with the same student from one day to the next, making progress reports difficult.

- Some teachers working in the program did not always remain on campus during the after school hours of the operation, however, they were allowed to sign in. Some were encouraged to sign in and allowed to attend faculty meetings and design team meetings during those hours.

- There appeared, according to records, to be a large number of support persons working the program. These persons had little or no roll in providing tutorial services to students.

The investigation found that student participation was not regularly documented:

- Student attendance was not documented on a daily bases, attendance sheets for the 2005 sessions were carried to regular class sessions by staff members (December 2005) in an effort to get reports to the site provider (Preferred Care School Services). Students were asked to sign the attendance sheets without any verification of their attendance or enrollment in the program.

- Timesheets for teachers and students' attendance sheets were submitted to Atlanta Public Schools, External Programs for December 20th and 21st, 2005, these were days that the sessions were canceled, and no one participated, student(s) nor teachers(s).

- Of the 96 students on the official list of certified students, approximately half were not eligible to participate.

- The records on student participation have been "lost." There is a lack of consensus on the number of students that are participating in the program. There is concern raised by staff and students on documentation of participation in the program.

- There is an allegation that students were given prizes to incent them to falsify documentation about participation in the program. During the December pep rally, names of students eligible to participate in the program were pulled from a hat and prizes awarded included Play Stations. The students had earlier been called to the office to sign an attendance spreadsheet, allegedly with different ink pens.

We repeatedly requested and did not receive documentation from Preferred Care School Services regarding payroll records for PMS teachers involved in the program to determine the services for which they were paid. We did receive a copy of the check for $324 given to Ms. Ward to purchase the gifts for the pep rally.

In follow-up discussions with Mr. Waller we were advised that another APS department handles arrangements with PCSS for classroom rentals and student transportation, and that he is not aware of any other payments to PMS by PCSS outside of the tutoring fees.

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APS-OIR- 06676

SASI data system

The investigation found allegations of manipulation of student attendance and student grades in the SASI data system. Specific allegations are that:

- Suspended students are not properly documented as absent in all classes
- The SASI clerk was directed by the Principal to change attendance data to reduce absences
- The SASI clerk was directed by the Instructional Learning Specialist to create student grades for data missing from teachers in order to meet the report card deadline
- The SASI clerk has been changed but her access number is still being used

We also found that Ms. White had been removed from her duties as SASI coordinator and her access to that system has been removed since early May. Her hours have also been reduced. Ms. Whites interview statement shows here concerns about manipulation of student data.

8th grade writing test

The investigation found that a tip sheet was provided to all 8th grade students, as early as prior to the Christmas break for the January writing test. The tip sheet included sample questions that were the same or very similar to the questions on the actual test. The tip sheet was given to the students by their language arts teachers, most noted was Mr. Rodgers. In reviewing the website identified as the source of the tip sheet, we could find not such document on the website.

Four of the six language arts teachers were interviewed: Lewis, Wilson, Arnold, and Draper. We could not locate Rodgers who has left employment at APS, and Lewis is on maternity leave.

In addition, one teacher stated that a student came to her about the Principal asking him to change one of his answers on the test.

Principal's Managerial practices

The investigation did not focus on managerial style or practices. The investigation did find that:

- Some employees feel they have been threatened by the principal, assistant principal, and/or the educational instructional specialist in regards to the after school program performance reports and the SASI data input
- There is general discontent among the teachers and the students about the perceived disorganized and dishonest manner in which the after school program has been managed, and they feel that the Principal has been involved in the process
- One employee has been hospitalized for two weeks due to high blood pressure. She indicated this medical condition was due to stress from a hostile work environment. This is the same hourly employee who has indicated she was required to work overtime without pay to maintain her job.

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APS-OIR- 06677

Conclusion

Based on these investigative findings, we conclude that:

Preferred Care School Services

- Principal Waller is aware of and involved in the daily operations of the SES Afterschool Program run by Preferred Care School Services. He was involved in:
    - the selection of the ad hoc program coordinator, Ms. Sandra Ward
    - the selection of some of the teachers as tutors
    - the supervision of the support staff, during school hours and afterschool
    - purchase of gifts for a raffle to incent students to attend to program
- Principal Waller is aware of the operational issues with the PCSS program. He has been involved in:
    - Meetings with teachers
    - Meetings with support staff
    - Meetings with PCSS staff
    - Purchase of gifts to help improve attendance in the program
- There was no evidence that Principal Waller is being compensated by PCSS.
- The current after school program run by Preferred Care School Services is poorly organized and poorly implemented. This has caused frustration with teachers and students.
- The documentation for teacher participation and student participation is not based on actual participation by either. The poor program implementation makes it impossible to determine who participated and when.

SASI data system

Based on the investigative findings, we conclude that there is reason for concern about the accuracy of the attendance and grades input into the SASI system at Parks Middle School. Further computer forensic investigation would be needed to determine the veracity of this concern starting with:

- tracking how suspended students have been entered for the school year and
- back-up documentation on all grades entered for the first semester.

8th Grade Writing Test

Based on the investigative findings, we conclude that students were coached on the topics that were actually on the formal writing exam. The language arts teacher most mentioned in providing this information is no longer at the school. The investigation did not determine how he gained access to this information. We do also conclude that there is reason for concern about the securing of these tests before the exam at Parks Middle School.

We also conclude that further investigation is needed on the second-hand information that the School Principal interceded during the test to make students change test answers.

This investigation did not include addressing the managerial practices of the school Principal, but the original and expanded issues that were investigated raise concerns about the climate at Parks Middle School.

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APS-OIR- 06678

Attachment 1

Issues raised	Allegations	Persons interviewed
1. Sunshine fund	Checks received for death or illness in the family were bouncing because of mismanagement of the "sunshine fund."	1/10 Chris Waller 1/10 Kelli Smith
2. Birthday party	Certain teachers were asked to leave class during instructional time to attend a birthday party for the school principal.	1/10 Chris Waller
3. Nepotism	The school principal has hired his brother-in-law and cousins as employees at the school in violation of system policy.	1/10 Chris Waller
4. ATF flyer	A flyer was circulated from the teachers union at the school for a meeting to discuss concerns at the school.	1/10 Chris Waller 1/17 Mr. Pitts

Sunshine fund

Investigators interviewed PMS staff to determine who manages the sunshine fund and how it operates. The focus was on determining if checks received from the sunshine fund for death or illness in the family were returned from insufficient funds. During the interview staff members indicated that Melanie Clark and April Hadley were managing the program, while the school principal indicated that Ms. Hide and Ms. McCollugh were managing the program.

There was consensus that the sunshine fund comes from voluntary contributions by school staff for distribution to school staff in times of illness or death in the family. No written procedures were found. This investigation was terminated at the direction of APS given that the sunshine fund is not a system program and to focus on the issues raised in the second communication.

Birthday party

Investigators interviewed PMS staff to determine if and when the party happened, and who was invited. The focus was on determining if teachers were allowed or required to leave class during instructional time and if there was selectively in teachers invited.

During the interview of the school principal it was determined that a "surprise" birthday party for him had been coordinated by his wife at the school on December 1st. The school principal indicated that only non-instructional staff attended the party and teachers were invited after the party to come to the conference room during their breaks to share in the refreshments. This investigation was terminated at the direction of APS to focus on the issues raised in the second communication.

Nepotism

Investigators interviewed PMS Principal to determine if he had hired any relatives as staff at Parks Middle School. The focus was to determine if APS system policy was violated on hiring of relatives.

During the interview of the principal he stated that he had not hired his brother-in-law, cousins, or any other relatives at Parks Middle School. He also stated that the hiring of cousins was not in violation of APS system policy. The person specifically considered to be a relative was Ms. Sandra Ward. This investigation was terminated at the direction of APS to focus on the issues raised in the second communication.

ATF Flyer

Investigators interviewed PMS staff to determine if the flyer was circulated and what were the underlying concerns. The focus was to determine if a meeting was called and held, and what were the reasons for concern.

It was determined that the flyer was circulated at the school for a holiday party. It was determined that a handwritten note was added to the printed flyer indicating that the party would include a discussion of concerns at the school. It could not be determined who added the handwritten note, but it appears to have been on all flyers distributed. The party/meeting was held on December 16th. There was a discrepancy on statements regarding who attended the December meeting with the union representative to discuss the flyer. This investigation was terminated at the direction of APS to focus on the issues raised in the second communication.

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APS-OIR- 06679

Attachment 2

2nd letter issues	Allegations	Persons interviewed[2]
1. After school tutoring program	a. Parents did not have a choice in selecting the afterschool tutoring provider.	Reviewed parent forms
	b. The person in charge of managing the person, was not the same person being paid to manage the program.	2/12 SuJuana White 2/12 Fabiola Aurelien 2/16 Sandra Ward 2/17 Chris Waller 2/17 SaJuana White 2/17 Fabiola Aurelien 3/1 Gregory Reid 3/1 Sonja Thompson 3/1 Alfred Kiel 3/1 Anthony Tiller 3/1 Melanie Clark
	c. The teachers who participated did not receive instruction on program operations.	2/12 Fabiola Aurelien 2/17 Fabiola Aurelien 2/17 Chris Waller 2/17 Felicia Phillips 3/16 Kelley Collins
	d. The student program participation was falsified.	2/12 SuJuana White 2/12 Fabiola Aurelien 2/17 Chris Waller 2/17 SuJuana White 2/17 Felicia Phillips 3/1 Gregory Reid 3/1 Alfred Kiel 3/1 Anthony Tiller 3/7 Tamika Butler 3/16 Kelley Collins ??? Students (see footnote)
	e. Teachers and staff participants were not paid equally nor based on actual participation	2/12 Fabiola Aurelien 2/17 SuJuana White 3/1 Gregory Reid 3/1 Sonja Thompson 3/1 Anthony Tiller 3/1 Melanie Clark
	f. threats	2/12 Fabiola Aurelien 2/17 SuJuana White
2. SASI documentation	a. suspended students are not documented in the attendance system	2/12 SuJuana White
	b. students are suspended more than 9 days per incident	2/12 SuJuana White
	c. staff paid/threatened to manipulate SASI attendance data	2/12 SuJuana White
	d. staff threatened to manipulate SASI grades data	2/12 SuJuana White
	e. student scheduled not updated properly regarding in confusion on where students are and problems with attendance documentation	2/12 SuJuana White
3. Study tips with writing prompts	Students were given actual test questions prior to formal testing.	2/12 Fabiola Aurelien 3/1 Alfred Kiel 3/7 Tamika Butler 3/1 Students

[2] These persons were questioned about issues relating to the allegation, not whether they agreed or disagreed with the allegation.

Interview of Christopher Waller

Investigator Reginal Dukes met with Mr. Christopher Waller on January 10, 2006 and February 17, 2006 at Parks Middle School. Mr. Waller provided the following information:

Mr. Waller is employed for one year with the Atlanta Public School System as Principal of Parks Middle School. On January 10th, Mr. Waller was asked about four issues arising out of the first ATF email:

(1) Mr. Waller was asked about his knowledge about the operation of the "sunshine fund" at Parks Middle School. He advised that he was aware of the existence of the fund, but not aware on how it operates.

(2) Mr. Waller was asked about his knowledge of teachers leaving students during instructional time to attend a birthday party in his honor. He advised that there was a surprise birthday party on December 1, 2005 in his honor. His wife coordinated the party. Mr. Waller advised that only non-instructional staff was in attendance, and that teachers were invited over the PA system to share in the refreshments during their planning period.

(3) Mr. Waller was asked whether he had hired any relatives as employees at Parks Middle School in violation of APS nepotism policy. He advised that he had hired no direct relatives (as defined by APS), nor had he hired anyone who lived with him that was not a relative. Mr. Waller made the point that cousins are not direct relatives under the APS nepotism policy.

(4) Mr. Waller was asked about the distribution of an ATF flyer promoting a Christmas holiday party that would also include discussion of concerns about issues at the school. He advised that he was aware of the flyer, and that on December 16th he and Mr. Pitts met with Ms. Vicki Johnson, the ATF representative at the school to discuss the flyer. Mr. Waller advised that any concerns are a result of him being the new Principal and his decisions as such.

Mr. Waller was interviewed again on February 17th on another issue[3], specifically about his knowledge of the supplemental educational services provided by Preferred Care School Services (PCSS):

Mr. Waller advised that he was aware of the program. He advised that he had sent Ms. Sandra Ward to an APS orientation meeting regarding the SES program. Mr. Waller advised that Ms. Ward was sent at the last minute to bring the information back, because a substitute teacher would not be needed to backfield her while she was at the meeting. Mr. Waller stated that he was aware the Assistant Principal Reid worked for PCSS in this program, but he was unclear on who he thought was the PCSS site coordinator.

Mr. Waller stated that he was indirectly aware of operational issues with PCSS. He stated that he purchased gifts for a drawing from students who participated in the PCSS after-school program. That drawing was held at a pep rally in December. Mr. Waller stated he was not aware of how the names were determined for inclusion in the drawing. He stated that he was not aware of students signing an attendance form/spreadsheet to participate in the drawing.

The last matter discussed in this interview was whether Mr. Waller had ever given cash to employee Sajuana White for doing extra work. He advised he had not. Upon further discussion Mr. Waller did state he had provided cash to Ms. White to help her out with her utility bills on one or two occasions.

[3] Investigator Marc Lawson was also present during this interview.

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APS-OIR- 06681

Mr. Waller was re-interviewed on May 10th for follow-up issues:

- when asked about payments to PCSS, Mr. Waller stated:
  - He is not involved in arrangements with PCSS on classroom rentals. He stated that classroom rentals are handled between Facilities Services with PCSS.
  - He is not involved in arrangements with PCSS on student transportation. He stated that the Department of Transportation with PCSS handles student transportation.
  - He is not aware of or involved in any other payments to PCSS.

- When asked about the management of input into the SASI system, Mr. Waller stated:
  - Ms. White has been at Parks for over one year as Secretary to the Assistant Principal and SASI input coordinator (all). Mr. Waller stated that Ms. White is still the SASI coordinator. When asked how could Ms. White still be SASI coordinator without access to the SASI system, Mr. Waller stated that her privileges had been removed because of an inappropriate actions and insubordination with Ms. Thompson. Mr. Waller stated that Ms. Thompson is now responsible for SASI input.
  - He was not sure of Ms. White's weekly hours, but thought they were originally 27 hours per week. When asked about her current hours, he was aware they had been reduced to 27 or 28.[4] When asked why her hours were reduced he stated to be in line with Title One rules.

[4] Yes, the original and current "reduction" is inconsistent.

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APS-OIR- 06682

Interview of Gregory Reid

Investigators Reginal Dukes and Marc Lawson met with Assistant Principal Gregory Reid on March 1, 2006 at Parks Middle School. Mr. Reid provided the following information regarding his role with the SES program provider Preferred Care School Services:

Mr. Reid advised that he started with PCSS at the beginning of the program. He was unclear as to whether that was October or November of 2005. Mr. Reid stated that he was the site coordinator and was paid $50 per hour for that role (he knew that teachers were paid $25/hour). He stated his responsibilities included:

- Assigning class rolls
- Assigning students to classes
- Determining which teacher was assigned for what subject
- Observing classes
- Team teaching as needed
- Filling in for teachers as needed

Mr. Reid advised he was not responsible for:

- Reports to parents
- Student progress reports
- Attendance records for students or teachers.
    - He advised that Mr. Selmon assigned this task to Ms. Thompson and/or Ms. White.
    - Mr. Reid stated that 30-60 students participated in the program on any given day.
    - He advised that Dr. Kiel provided tutoring before and after school under the PCSS program.

When asked about the role of Ms. Sandra Ward, he advised that they worked together but he was not aware of her official title. Mr. Reid acknowledged that he did not attend the APS orientation on the SES program.

When asked about the December incentive drawing for PCSS student participants, Mr. Reid stated he was not involved in any way ... not in the determination of the students included, the drawing, or the gifts. He stated he was not present for the drawing.

Mr. Reid was re-interviewed on May 11th regarding Ms. Sajuana White's additional allegations (see page 21 in tab 12). Mr. Reid advised that:

- He was not aware that her SASI duties had changed, but had directed Ms. White to help with the year-end cleaning out of closets (see tab 15).
- He has never had a discussion with anyone at GDOL or otherwise about Ms. White's social security number or her attempts for unemployment during the summers (see tab 16).

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APS-OIR- 06683

Interview of Sandra Ward

Investigators Reginal Dukes and Marc Lawson met with Ms. Sandra Ward, SFA Facilitator, on February 16, 2006 at Parks Middle School. Ms. Ward provided the following information on her role with the SES program provider Preferred Care School Services:

Ms. Ward started with the program as a result of Mr. Waller sending her to the APS orientation session for the SES program. Ms. Ward stated that she is not employed by PCSS and is not paid by PCSS. She was aware that certified teachers were paid $25/hour for tutoring and that non-certified persons were paid $15/hour for program support. She stated her "role" has been:

- To bring back the information from the orientation session to the school
- Give forms to teachers for distribution to students for participation in the program, including a parental permission form and list of providers
- Handing out application forms to teachers for participation as tutors with PCSS
- Touching base with Ms. White on program operations
- Interfacing with Mr. Selmon at PCSS

Ms. Ward stated that her role did not include:

- Giving instructions to teachers on the program's operation
- Being present during program hours

She advised that 70-98 students participated in the program. When asked about the role of Mr. Reid, she advised that he was the program coordinator. It was her understanding that his duties were to

- Oversee the building, including monitoring and walking around
- Back-field as a tutor in math when needed
- Help Ms. White

Ms. Ward said she felt the teachers were not being asked to do anything different from their daily duties as certified teachers and did not see the need to go into details on program operation. When asked about the role of Ms. White, she advised that Ms. White was responsible for:

- Overseeing the program
- Giving out snacks
- Making sure that transitions took place in the building

Ms. Ward was asked about her knowledge of documentation previously requested by Investigator Dukes on two occasions from Mr. Waller:

- Student sign-in sheets for attendance, including athletes
- Original SES provider list
- Forms showing the selection of PCSS by parents
- List of all teacher applications and acknowledgment letters to teachers for participation
- Original time sheets for teachers and Blank application to teachers

When asked why she participated in the program without compensation, Ms. Ward stated that she knew when she changed schools that she would need to help out without compensation for all support given in order to help the school improve. She stated that the school needs support.

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APS-OIR- 06684

Interviews with Fabiola Aurelien

Investigators Reginal Dukes and Marc Lawson met with Ms. Fabiola Aurelein on February 12th at her home and on February 17th at Parks Middle School. Ms. Aurelien provided the following information on her role with the SES program provider Preferred Care School Services:

Ms. Aurelein stated that she has been a Math teacher at Parks Middle School for two years. She stated her role with PCSS was as a math tutor. Ms. Aurelein stated that she thought there were 15 teachers serving as tutors. She stated that teachers signed-in with Ms. White (and later Ms. Thompson) at the beginning of the program each day. Ms. Aurelein stated that she was not aware of any direct supervision of teachers in the program.

Ms. Aurelein was of the understanding that Ms. Sandra Ward was the program coordinator, until she was recently chastised for calling Ms. Ward the program coordinator. She stated that she had earlier shared concerns with Ms. Ward about the program:

- Never receiving request for progress reports in December 2005
- Asked to provide progress reports in February 2006 when she did not have the same students each day
- Never advised to provide documentation of student attendance
- All participating teachers not included in meetings to review program procedures

Ms. Aurelien stated that she was called into a meeting with Ms. Sandra Ward and Bill Selman on Friday, February 10th to terminate her services with PCSS since she was paid but did not tutor students, because she would not provide progress reports. She stated that she advised them she did tutor, but could not do progress reports since she did not see the same students consistently. Ms. Aurelien stated that Ms. Ward took the led in the meeting and was very harsh with her. She stated that she was confused on her status because at the end of the meeting Mr. Selmon asked her not to "resign." During the February 17th interview, Ms. Aurelien stated that at some point Mr. Waller had attempted to solicit her as program coordinator to "get things straightened out."

Ms. Aurelien stated that she was a member of the design team and did not tutor on Monday's when the design team met, but did sign-in for PCSS on Monday's along with other teachers. She stated that Ms. Ward was aware of this practice since she was also a member of the design team and in the room when the PCSS sign-in sheet was brought into the design team meeting for teachers to sign-in.

When asked about allegations of cheating on the writing test, Ms. Aurelien stated that she was included in a teacher meeting about this subject. At that meeting all persons were asked to sign a sheet on whether they were aware of the allegations.[5] Afterwards she was individually called into Mr. Waller's office as part of his investigation into the allegations. Mr. Waller had a tape recorder. Ms. Aurelien stated that she wanted someone else in the room as a witness and Mr. Waller called in Dr. Kiel. She then answered Mr. Waller's questions. The conversation was not taped. After Dr. Kiel left the room, Mr. Waller asked some hypothetical questions. Ms.

[5] Ms. Aurelien was the only person present that admitted to hearing about the allegations.

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APS-OIR- 06665

Aurelien thought he was trying to see if he could count on her not to say certain things that would incriminate him (Mr. Waller). Ms. Aurelien also stated that an unscheduled staff meeting was held in which the Principal stated that "I know there are people who are unhappy here and I'll take care of making sure that these people go on their way."

When asked about how someone could access the test prior to test time, Ms. Aurelien stated that there is general access to Dr. Kiel's office and that the tests are not sealed when the teachers come to pick them up. She also stated that the week before the test teachers where given specific instructions on how to prepare the students for the writing test.

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APS-OIR- 06686

Interview with Anthony Tiller

Investigators Reginal Dukes and Marc Lawson met with Mr. Anthony Tiller on March 1, 2006 at Parks Middle School. Mr. Tiller provided the following information on his role with the SES program provider Preferred Care School Services:

Mr. Tiller is the in-school suspension coordinator. He stated that his role with PCSS was 50% as a math tutor and 50% support. His support duties included monitoring the halls, securing the doors, and escorting students to the bus. Mr. Tiller stated that his rate of pay was $25/hour.

When asked about program operations, Mr. Tiller stated that he understood Ms. Sandra Ward to be the site coordinator. He stated that he interviewed for the position with Ms. Ward and Mr. Waller. His current understanding is that Ms. Thompson has replaced Ms. Ward as site coordinator.

He estimated that 5-8 teachers participate as tutors and an average of 20-25 students participated in the program on a daily basis. Mr. Tiller stated that he has not done any student performance reports.

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APS-OIR- 06687

Interview with Tamika Butler

Investigator Reginal Dukes met with Ms. Tamika Butler on March 7, 2006 at Parks Middle School. Ms. Butler provided the following information on her role with the SES program provider Preferred Care School Services:

Ms. Butler is a language arts teacher at Parks Middle School.

Ms. Butler stated that she is not a tutor with PCSS. She stated that she is the cheerleaders' coach and her knowledge of the program relates to the interfacing with athletes and cheerleaders. Ms. Butler stated that athletes were forced to participate in the program in order to be eligible to play sports. To her knowledge the athletes spent 15-20 minutes before practice in tutoring sessions. Ms. Butler stated that cheerleaders were also forced to participate in order to participate in this activity, "even if they were straight A students."

When asked about the December raffle, Ms. Butler stated that she was aware of the raffle. She understood it to be an attendance incentive and that large gifts were awarded.

In regards to attendance documentation, Ms. Butler stated that she remembered a time that Mr. Tiller came around for two days with attendance sheets for the basketball team and the cheerleaders to sign. She stated that she initialed the form for the cheerleaders for January 10th, but refused to initial for January 9th she did not think the program was operating that day. It was her understanding that the basketball team members did sign the attendance sheets for attendance on both days.

Ms. Butler was also asked about her knowledge relating to the CRT test. She stated that she was not aware of a tip sheet for the 8th grade writing exam. She stated that she was vaguely aware of students stating that someone talked to them about what to focus on.

Ms. Butler said she does recall that after the test a special education student ran to a teacher (Ms. Johnson) and stated that the test was exactly like the sheet they had studied from. Ms. Butler also recalled that a student (Ashanti White) told her Mr. Waller approached him during the test to question one of his answers, specifically stating "are you sure you want to do that" and asked him to change his answer.

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APS-OIR- 06688

Interviews with Felicia Phillips

Investigators Reginal Dukes and Marc Lawson met with Ms. Felicia Phillips on February 17th, 2006 at Parks Middle School. Ms. Phillips provided the following information on her role with the SES program provider Preferred Care School Services:

Ms. Phillips stated that she has been working with the PCSS programs since October or November, 2005. Her role was as a math tutor.

When asked about program operations, Ms. Phillips stated that:

- After filling out the application, she did not receive an acceptance letter. When presented with a copy of the letter, Ms. Phillips stated she had never seen the document.
- She did not receive anything in writing about her responsibilities, no curriculum nor information about her hourly rate for her services
- She does not recall being invited to any program coordination meetings
- She did see the student participation forms signed by parents
- At times 2-3 teachers worked with one group of students at one time
- She understood that Ms. Sandra Ward was the program coordinator, but she was not on-site during the program time.
- She was aware that Mr. Reid was involved with the program because of his involvement in assembling students and doing some team teaching.

When asked specifically about her participation between November 28th – December 1st, Ms. Phillips was not sure which days she worked. When shown her time sheet with some blacked out areas, she was not aware of why certain parts were blacked out.

Ms. Phillips stated that she did get the request for progress reports in late December, but was confused and frustrated on what to do because of confusion on what students were included and what was suppose to be tracked. She stated there were no names of students on the forms provided. Mr. Phillips stated that Ms. Ward had commented on her frustration about "people not doing what they were suppose to do" in regards to the progress reports.

At some point in December, Ms. Phillips stated that she made a written list of 10 concerns about the program, but did not share them with Ms. Ward. She did participate in her first program coordination meeting on Tuesday, February 14th and though duties were still not clear, it was a positive start. Ms. Phillips stated that some teachers expressed that they were not willing to continue working with the program until the problems were fixed. To her knowledge 20-23 students participated on February 13th.

Ms. Phillips also stated that she was aware that some parents wanted to pull their 6th grade student out of the program because they were not getting the language arts tutoring that was promised.

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APS-OIR- 06689

Interview with Kelley Collins

Investigator Reginal Dukes met with Ms. Kelley Collins on March 16th, 2006 at Parks Middle School. Ms. Collins provided the following information on her role with the SES program provider Preferred Care School Services:

Ms. Collins is a language arts teacher at Parks Middle School. She has been employed with APS for three years and at Parks for two years. Ms. Collins stated that she has worked with PCSS since November 2005 as a language arts tutor. She stopped working for PCSS at the end of January. When asked about program operations, Ms. Parks stated that:

- She was in an initial meeting were teachers were given grade level assignments for tutoring, but no student lists
- She did receive a diagnostic test for administration
- The first week received packets for students to work from, no curriculum support after that
- Was not told to take daily student attendance, but did so at first.
- Sometimes there were no kids present to tutor
- She was a part of the school design team and did sign the PCSS time sheet during those Monday meetings, as did other teachers
- Has not done any student progress reports
- Understood Ms. Sandra Ward to be the program coordinator, but she was not available during program hours
- Estimated 30-60 students participated on a daily basis. Some of the fluctuation was due to when athletes participated.

a recent group meeting with Ms. Ward and Mr. Selmon. Ms. Collins stated that in that meeting teachers were told if they signed time sheets and did not have classes they committed fraud. They were advised that someone had sent a letter about the fraud and this meeting was to check on what was going on. Ms. Collins stated that she did not say anything about what she thought. The meeting focused on progress reports, teacher pay, and the amount of students. Ms. Collins stated that she was a part of the design team and did attend the Monday meetings.

Ms. Collins said she had a lot of students in the beginning of the program, but was down to 4-5. She stated that she had been fulfilling her duties, but was not going to produce progress reports. She stated she was not going to do the reports because she did not work with the same kids all the time ... she just wanted to "wash her hands of the whole thing."

Ms. Collins stated that she was aware that Ms. Stacy Webb resigned under pressure and that it was a great loss for the school. She stated that Ms. Webb did her job extremely well and was helpful to others, even those teachers outside of her direct support responsibility for the math department. Ms. Collins stated that she was aware Ms. Webb was escorted off the premises by police and did not feel that Ms. Webb's behavior ever warranted such action.

Ms. Collins closed by stating that she felt the tutoring program could be more effective if it was better organized. She is no longer associated with the program.

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APS-OIR- 06690

Interview with Melanie Clark

Investigator Reginal Dukes met with Ms. Melanie Clark on March 1, 2006 at Parks Middle School. Ms. Clark provided the following information on her role with the SES program provider Preferred Care School Services:

Ms. Clark stated that she has been a paraprofessional at Parks Middle School for the last three years.

Ms. Clark stated that she started with the PCSS program in December 2005. She stated that her duties were:

- Being in the office to answer the phone for calls from parents
- Maintaining attendance sheets
- Notifying students when it was time to leave for the bus

Ms. Clark was not sure of her hourly rate, she stated she thought it was $11/hour. She understood that Mr. Reid was the program coordinator because he met with the kids and walked around the building.

Ms. Clark stated that she was not aware of Ms. SaJauna White's role. She stated that Ms. Thompson has been responsible for keeping the time sheets since January 2006.

When asked about the December raffle, Ms. Clark stated that she was not aware of the raffle but did recall the pep rally. She latter stated that she was responsible for creating the numbers to identify the prizes. Ms. Clark stated that she did not attend the pep rally.

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APS-OIR- 06691

Interviews with SuJuana White

Investigators Reginal Dukes and Marc Lawson met with Ms. SuJuana White on February 12 & 17, 2006 at Parks Middle School. Follow-up conversations were also held with Ms. White. She provided the following information on her role with the SES program provider Preferred Care School Services:

Ms. White stated that she has been employed for a year and a half as the SASI clerk at Parks Middle School. She stated that she worked for PCSS in the after-school program for two months with the following responsibilities:

- General program secretary
- Keep time sheets for students (about 40) and teachers (10-12)
- Handing out snacks
- General program coordination in Ms. Ward's absence

It was her understanding that Ms. Sandra Ward was the program coordinator, but that Ms. Ward was rarely available during the after-school program. Ms. Ward did take the time sheets from her and fax to PCSS. Ms. White did not see the time sheets for Mr. Reid or Ms. Ward.

She was initially paid $25/hour for two weeks, her rate was reduced to $15/hour without notice. When she inquired with Ms. Ward about her short pay, Ms. Ward advised that she was not a certified teacher and therefore not eligible for the higher pay. Ms. White felt that other non-certified teachers were paid at the higher rate, specifically Mr. Jackson and Mr. Tiller.

When asked about the December 2005 incentive drawing for PCSS participating students, she advised that her role in that event was to prepare a spreadsheet with all student names and boxes for the dates of the tutoring sessions. She advised that several students asked her why they were required to sign this spreadsheet. The signing of the spreadsheet was before the drawing. To her knowledge students were told to sign the spreadsheet in order to enter the drawing for the prizes. She did state that she did not hear Mr. Waller say this. It was her understanding that Ms. Ward facilitated the students signing the spreadsheets. Ms. White also stated that the PCSS student attendance sheets have been lost at least three times (see flow chart).

Ms. White resigned from the PCSS program. She stated that she was called into a meeting with Ms. Ward on February 10th in order to clear her name (Ms. White's):

- Teachers are alleging she allowed them to falsify time sheets. She stated that she did not give time sheets to the teachers. She filled in the top information and made copies for entering the time each week. That she (Ms. White) had the teachers come to her to sign-in and sign-out each day. These records were given to Ms. Ward and are now missing.

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APS-OIR- 06692

Ms. White was also asked about her role in entering attendance data into the SASI system. She specifically stated that:

- Mr. Waller had asked her to manipulate the attendance data and offered her $50 cash during a meeting in which Ms. Ward was in attendance. She stated that she did not remove the absences as requested.
- Teachers are not consistently showing suspended students as absent in all classes.
- Students are suspended longer than the maximum allowable 9 days.
- Student schedules are not being properly entered into the system thereby having a confusing situation on where a student is suppose to be at any given time.
- She was required to work overtime without pay to keep up with the data input for attendance and disciplinary actions.
- She was required to input grades into SASI even though this was not in her job description. Dr. Kiel had those duties. She was also asked to create grades for missing data, which she refused.
- She has been removed from SASI duties because of her refusal to manipulate attendance and grades data. But her SASI id# is still being used by someone to input or change data.
- Her hours have been reduced because of her refusal to manipulate data.
- She has been threatened with termination for refusal to manipulate attendance and grades data by Mr. Waller, Mr. Reid, and Dr. Kiel. Ms. Thompson is now responsible for entering SASI data.
- She was hospitalized for two weeks with high blood pressure due to the "work related stress in a hostile work environment."

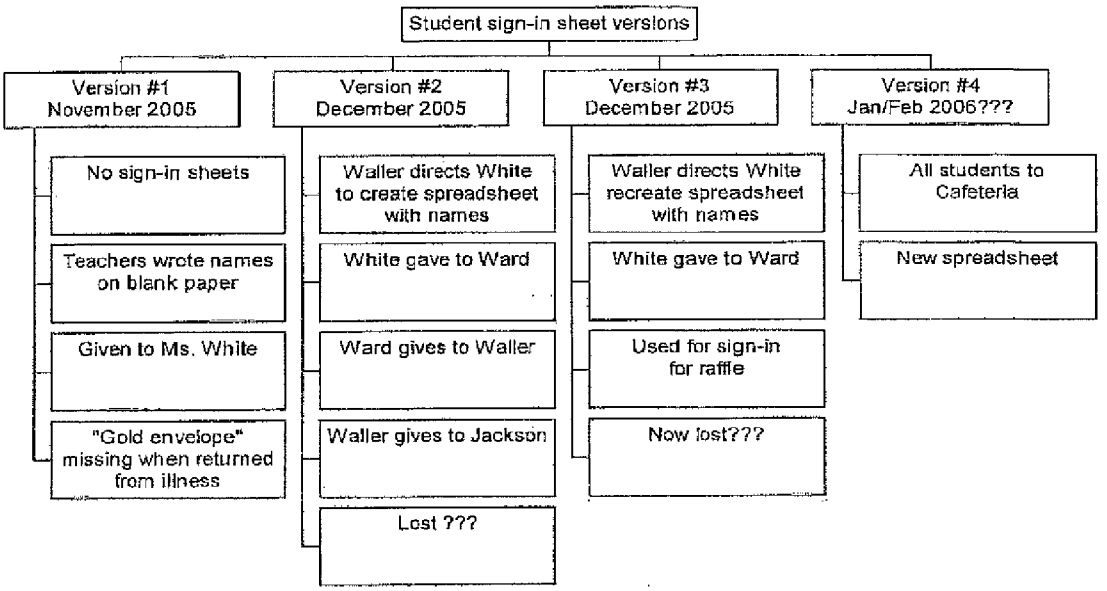
When asked who is her direct supervisor, she stated Mr. Reid the Assistant Principal. When asked why she was having numerous disciplinary meetings with Mr. Waller, she stated she did not know why. In one such meeting, Mr. Waller demanded that she ask Mr. Reid for a performance evaluation. Ms. White stated that she refused and stated it was Mr. Reid's responsibility to give her a performance evaluation regardless of if she asked. Mr. Reid was in the meeting. She stated that this was one of several meetings in which Mr. Waller threatened or intimidated her.

Since the last interview Ms. White has provided:

- A copy of an email she sent to Ms. Meredith Kaltman, APS Student Information Support Manager, regarding her concerns about the SASI system data manipulation at Parks Middle School. Ms. White also provided a copy of Ms. Kaltman's response asking for more information and copying Mr. Waller on her request (see attachment 14).
- A statement regarding alleged retaliation by Mr. Waller in changing her work assignments, though her title has not changed. She has been denied access to SASI and is now responsible for cleaning closets. This has resulted in physical injury to her. When she reported the injury, she was told no accident report forms were available at Parks Middle School (see attachment 15).
- A statement regarding a call she overheard between Assistant Principal and a female discussing Ms. White's unemployment claim that she had filed last year with the Georgia Department of Labor, including repeating her social security number twice. Mr. Reid's wife is an employee at the Georgia Department of Labor (see attachment 16).

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APS-OIR- 06693



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APS-OIR- 06694

White, Sujuana

From: Kaltman, Meredith **Sent:** Mon 4/10/2006 10:23 AM
To: White, Sujuana
Cc: Waller, Christopher
Subject: RE:
Attachments:

Ms. White-

Of course I remember you. I'm sorry that you have had such difficulties, but I don't know how much I can help you. There are 3 issues that I do want to address with you.

First, you have made some serious allegations in your message. I have spoken with Mr. Waller to try to gain some clarity on the situation, and have copied him on this email.

Second, Rhonda was doing her job as she has been told. Mr. Waller has full control over who has access to the SASI data at the school. He tells us who can have access and whose access should be restricted. We just complete the actions as he requests. If you have any questions about that, please talk with him.

Finally, as I said, these are very serious allegations you have made. I need specific incidents of illegal activities and falsification of records or data. Please send me dates that these events occurred along with the names of the people involved and the exact description of what occurred. The sooner I have that information, the sooner I can take action.

Thank you for your cooperation in resolving these issues.

Meredith Kaltman

Student Information Support Manager

Atlanta Public Schools

APS-OIR- 06695

130 Trinity Avenue

404-802-2735

www.apsit.org/sasi

From: White, Sujuana
Sent: Monday, April 10, 2006 10:02 AM
To: Kaltman, Meredith
Subject:
Importance: High

Good morning Meredith,

You may not remember my name but once you read this email you will remember me and my situation. This is Sujuana White over at Parks Middle School. I have been having issues with so many inexperienced users with SASI at my school. Our attendance is the first and main issue. The teachers are taking the attendance accurately and daily. However, I have noticed an increase in absences which lets me know that the attendance is being taken because we (you and I) know that if the teachers do not open up their classxp to take the attendance it automatically makes the student present. At this point my SASI rights have been taken away from me and given to someone whom my principal calls a team player. (I can and will elaborate more with you in person) Now I am seeing a lot of illegal things happening here and I am lying low because I feel my job is on the line but I am being forced to call this to your attention. My SASI rights were snatched away on Friday, March 31, 2006 and I found out when I called it in to client support. I then called Rhonda Malik who is very familiar with all of my concerns and she was nonchalant about it and told me that she got the order to cancel my SASI rights from my principal on Thursday and that she did not know what was going on. I then went to him (my principal) and asked him was there a reason for me not being able to access SASI . He then told me he would talk to me later on about that. However, we have people using SASI log in and passwords of people who no longer work here and/or have been gone for whatever reasons (out sick for months). There are even issues with FTE and other programs and information that has been falsified. At this point I don't know what you can do but I just wanted to share this information with you to make me feel better. Please contact me as soon as you are available to discuss my concerns until then I am waiting patiently with our discipline building and me not having a clue as to when and what to do. All school year I have been supportive of Rhonda Malik and her advice and support but at this point I don't trust anyone and I need some clearance. I apologize for such a long email but I am so overwhelmed by what I'm seeing and experiencing until I had to search further than Rhonda. I look forward to hearing from and/or meeting with you soon.

APS-OIR- 06696

Monday, May 8, 2006

I returned to my office from lunch and overheard Mr. Reid having a conversation. So I entered the office I didn't see anyone sitting in this office so I figured he was on the phone. I heard a series of numbers that sounded very familiar to me. So I sat down I heard him sigh deeply and the person (female) on the other end asked for the last four digits again. I heard papers being moved around and he (Mr. Reid carefully called out 7-2-4-5. The female uttered, "She applied for benefits last summer but was denied." Mr. Reid called off the whole SSN one last time and told the female that I wasn't working summer school so I would probably be back soon seeking unemployment benefits. He then told her to find out what she could and he would call her back. About 5 minutes later he was leaving his office and noticed that I was sitting

APS-OIR-06697

"How long had it been back?"
I replied and said, "Not long."

Suzana White

APS-OIR- 06698

Wednesday, May 10, 2006 1:00

I (Shyiana) was returning to my office from my 30 minute lunch break. I got to my desk, sat in my chair and opened up my email. I heard Mr. Reid get on the radio and call Mrs. Hyman to report to his office. 2 minutes later Mrs. Hyman entered with a stack of papers in her hand. She (Mrs. Hyman) entered Mr. Reid's office. He then told her that she would be working in that office until school is out and I would be working with Mrs. Thompson and I would work out of Mrs. Hyman's office. He called Mrs. Thompson on the radio to let her know that I was on the way. She (Mrs. Thompson) came out of her office and told me to start with cleaning out the closet in the main office. Mr. Reid yelled out to get me plenty of trash bags for Mr. Bonner to bring me 3 big garbage cans. I asked them to show me where is my lab

APS-OIR-06699

was responsible for cleaning out closets and how do I know what to keep and what to toss. Mrs. Thorpe Dorr said, "We are doing the end of the year clean up and that I had been there (at Parks) longer than she had." I replied and said that I had been there only a year longer. Mr. Dukes was listening to the whole conversation and the directions that were being so rudely given. They were removed of us in the office at the time that the directions were being given (Clark Grant, Bonner, Christa (Brysell) Dukes) Mr. Dukes heard every word but said nothing. I began the process of cleaning out the closet. The first box in the closet was full of old radios and chargers. It was sort of heavy but I thought I had a pretty good grip on it when the ends of the box became weak as the sides began to feed and unfortunately the box fell on my right foot. My shoe was not broken (I'm diabetic) but the

APS-OIR- 06700

foot. I was not able to put any pressure on my right foot. I was struggling to remove my foot from the rubble as some of the Radios and chargers were still covering my foot. At this point I felt as though I had been set up. I limped into the main office to ask Mrs. Clark for a accident/injury report. She told me that we didn't have any and told me to ask Mrs. Brantley. Mrs. Brantley made a phone call and Removed from another School failed us one and I got it off the fax machine and made several copies. At this point no administrators were around. Thompson and Ward were having lunch in the conference room. I limped back to Mrs. Hymon's office to fill out the form. Mr. Reid opened the door and told me to get busy and I told him I had just had an injury. He (Reid) Rad muttering and walked off. I completed the form and gave it to Mrs. Brantley (I made a copy for

APS-OIR- 06701

was waiting to see what was next and not knowing what to do or who to call. As I was leaving Ms. Brantley's office Dr. Nill stated that he wasn't being nasty or trying to be in our business but was I filing for workers comp. I answered him and said that right now I am in pain and I just needed to get medical attention. At that point Mr. Waller walked up and I immediately informed him of me having an injury/accident. He gave me no reply or said nothing and went into his office.

I am feeling as if my new duties and responsibilities are nasty acts of retaliation due to a lot of things but mainly my email to Meredith Kaltman.

Sincerely,
Tijuana White

APS-OIR- 06702

Interview with Alfred Kiel

Investigators Reginal Dukes and Marc Lawson met with Dr. Alfred Kiel on March 1, 2006 at Parks Middle School. Dr. Kiel provided the following information on his role with the SES program provider Preferred Care School Services:

Dr. Kiel stated that he is an Instructional Learning Specialist at Parks Middle School, which includes responsibilities for administration of the CRT test.

Dr. Kiel advised he had been with the **PCSS program** since the beginning in September or October of 2005. He stated that his role in the program was as a tutor primarily for the athletes before (7:30 am to 8:30 am) and after (4:30 pm to 6:30 pm) school under the PCSS contract. Dr. Kiel advised that the athletes came to the tutoring sessions before sports practice in the afternoon and their time in the program depended on the sports practice schedule. Dr. Kiel stated that he did also tutor non-athletes after school. He stated he did not know what his hourly rate was for this service.

When asked about program operations, Dr. Kiel stated that he understood that Ms. Sandra Ward was the program coordinator.

Dr. Kiel was also questioned about his role in the **administration of the CRT test**. He stated that he receives sealed packets with the test and maintains them in a locked safe until they are distributed to teachers. Dr. Kiel stated there is not a study guide for the test and that no one other than himself has access to the tests before he distributes them to the teachers. Dr. Kiel stated that no one has approached him about advance access to the test. He stated that he breaks the seal of the test packets the day before the tests are to be administered to sort and label them for distribution to the teachers.

When asked about rumors of cheating on the test, Dr. Kiel stated that he had heard those rumors. He also stated that he heard that information about the test was available on the Internet. When asked about teacher statements that a study guide was provided for preparing students for the test, Dr. Kiel stated that he had not seen nor distributed that document.

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APS-OIR- 06703

Follow-up Interviews with 8th Grade Teachers

Investigator Reginal Dukes did follow-up with the 8th grade teachers regarding the 8th grade writing test. On May 10th individual interviews were held with teachers: Damon Arnold, Crystal Draper, and Doreath Wilson. All three stated that they had seen and received the tips in a grade level meeting at Parks Middle School.

We were not able to interview Dorian Rodgers, who no longer works at Parks. We were not able to interview Tanzy Lewis because she is on maternity leave.

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APS-OIR- 06704

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Interview with Students at Parks Middle School

Investigator Reginal Dukes met individually with 13 students on March 1, 2006 at Parks Middle School:

STUDENT NAMES REDACTED

The students were asked about two issues: (a) their participation in the December raffle and (b) their knowledge about a tip sheet used in preparation for the CRT writing test.

December Raffle

All students were aware of the raffle. Two students stated they were not included in the drawing because of the low attendance in the program. One student said they were included in the drawing even though they had low attendance, but did not win a prize.

The majority of the students stated they were not consistent in attending the tutoring sessions, with the majority attending less than 25% of the time. Several students remembered being called into the office or approached during class to sign a spreadsheet. They said they did as they were told and initialed all boxes indicated by their names. Those who went to the office stated Ms. Ward or Ms. White were the persons with the spreadsheet.

Writing Test

All students were aware of the tip sheet for the writing test. Most stated that they were directed to practice responding to question #7 on the tip sheet in preparation for the writing test. They also acknowledged that a very similar question was on the test. Some students stated that they received the tip sheet before the Christmas holidays and were told to study over the holidays, primarily those who received the tip sheet from Mr. Rodgers. Other students stated they received the tip sheet a week or so before the test.

When asked who gave them the tip sheet, all students stated they received the tip sheet from their language arts instructors (Mr. Rodgers mentioned most often, also Ms. Lewis and Ms. Wilson).

One student did state that they were recently called into a meeting in the cafeteria with Mr. Reid and Ms. Holloway about new tutorial sessions on Saturday. The student stated that this investigation was not discussed in that meeting.

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APS-OIR-06705

Interview with Mr. Pitts

Investigator Reginal Dukes met with Mr. Pitts on January 17, 2006 at his office. The focus of this interview was his meeting with Ms. Vicki Johnson and Principal Waller regarding the distribution of the ATF holiday flyer at Parks Middle School. Mr. Pitts provided the following information:

Mr. Pitts stated that he did visit Parks Middle School for a meeting. During that meeting he stated that Mr. Waller made him aware of the flyer and asked whether he (Mr. Pitts) thought it was appropriate for distribution at the school. Mr. Pitts stated that he did not think it was appropriate to distribute the flyer with the handwritten message at the top for a meeting to discuss issues at the school, he did think it was appropriate for advertising a holiday party. Mr. Pitts stated that he advised Mr. Waller to call in the ATF representative to the meeting to discuss the flyer.

Mr. Pitts stated that Ms. Young did come to the meeting and when he questioned her about the handwritten note Ms. Young stated that she did not write the note. He also stated that he advised her she could file a level 2 grievance with him if there were major concerns at the school. Mr. Pitts stated when he asked her if she had any concerns about the school, Ms. Young did not state any. "She did not say a word."

When asked if any subsequent concerns about Parks Middle School have come to his attention since the flyer, Mr. Pitts noted only one concern regarding teacher evaluations. He stated this was not within his scope of responsibilities. Mr. Pitts stated that he did implement a survey after the flyer incident and that survey was "pretty positive." He did not provide a copy of the survey or the results.

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APS-OIR- 06706

Elementary School Comparison for 2008 to 2009 CRCT

RED is equal to a decline in performance on CRCT.
Dark Green is equal to improved performance (4% or higher) on CRCT.
Bright Green is equal to slight improved performance (1%-3%) on CRCT.
Orange is equal to constant performance (0%) on CRCT.
Black Font = 25% or more of the classes within the grade-level are flagged.

SchoolName	SRT	# of Classes	# of Classes Flagged _WTR	% of Classes Flagged _WTR	# of sections with a mean of 10 or more	AYP	Target														
KIMBERLY ELEM	1	60	7	11.7%	0	D (5)	19%	12	10	2	-17	-18	-25	-1	4	-3	-13	-16	-9	-9	0	-18
BOLTON ACADEM	4	69	11	15.9%	0	D (4)	30%	-6	-13	-8	12	17	18	-4	-8	2	-4	-8	-12	9	9	24
GROVE PARK EL	4	75	15	20.0%	1	Adequate	37%	-7	1	0	6	8	21	-8	-6	10	11	-1	13	-19	-4	-13
HERNDON ELEME	1	54	11	20.4%	0	D (5)	22%	-11	11	3	-18	-12	-4	-2	-7	9	-8	-4	-14	-15	-11	-6
WILLIAMS ELEM	4	54	11	20.4%	1	NI (No AYP)	52%	10	34	36	40	33	46	38	26	43	-17	0	11	-5	4	-1
PARKSIDE ELEM	3	75	16	21.3%	0	Adequate (NO AYP)	7%	-10	-12	-12	-1	8	5	-12	-15	-5	-5	-7	2	-16	-10	-13
TOOMER ELEMEN	3	42	9	21.4%	0	D (5)	26%	7	-3	-7	-1	0	-3	-22	2	-14	-22	-22	1	-17	-13	-7
MILES ELEMENT	1	60	13	21.7%	0	D (5)	26%	10	6	3	-4	4	-7	-11	-12	2	-9	-2	-3	3	-1	18
BETHUNE ELEME	1	78	18	23.1%	0	D (5)	19%	9	12	16	1	2	-3	-6	-6	8	-2	-1	-1	2	-3	0
M A JONES ELE	1	78	18	23.1%	1	D (5)	56%	-1	-11	-5	-1	0	6	-3	-5	-15	-4	-2	10	-3	-2	-5
CLEVELAND ELE	2	69	18	26.1%	0	D (5)	15%	-6	-3	-7	3	-4	-4	-12	-9	-3	0	-3	-10	-12	-4	3
ADAMSVILLE EL	1	72	20	27.8%	0	D (6)	41%	-2	-7	-27	-12	1	2	-8	-7	9	-13	-1	6	-5	4	9
HERITAGE ACAD	2	78	22	28.2%	0	D (3)	63%	0	-2	12	7	9	6	-5	-4	5	9	-1	-5	4	-1	20
CASCADE ELEME	1	66	19	28.8%	0	D (5)	78%	4	5	3	-2	3	4	-5	6	6	-5	-9	5	6	5	19
C W HILL ELEM	3	51	15	29.4%	2	D (6)	44%	3	3	-5	0	8	5	-5	-1	-3	-12	-8	0	5	3	28
SLATER ELEMEN	2	99	30	30.3%	4	D (3)	33%	5	-5	-5	3	2	10	2	-2	7	-1	-10	-5	-2	0	-2
DOBBS ELEMENT	2	90	30	33.3%	2	D (1)	63%	4	4	-2	8	12	4	-7	-14	-11	6	9	-3	15	7	18
THOMASVILLE H	2	87	34	39.1%	3	Adequate (Made AYP)	33%	0	-1	5	9	17	19	15	4	24	-8	-4	3	2	24	40
FAIN ELEMENTA	1	78	31	39.7%	2	D (9)	41%	-1	1	-7	2	6	-1	-35	-39	-19	4	14	9	-4	12	1
COOK ELEMENTA	3	54	22	40.7%	3	D (7)	41%	-9	-15	-17	1	8	7	-14	-8	10	-4	-12	-8	3	3	-1
EAST LAKE ELE	3	50	21	42.0%	0	D (5)	63%	0	3	3	2	-6	18	-2	-2	20	-1	-3	1	-13	-11	-23
BEECHER HILLS	1	54	23	42.6%	1	D(7)	52%	6	10	0	-2	1	8	1	-6	0	-4	-4	4	9	-4	-2
BENTEEN ELEME	2	51	22	43.1%	4	D (5)	81%	1	5	-1	-11	-21	2	2	-1	31	0	-3	7	30	13	6
HUMPHRIES ELE	2	45	21	46.7%	2	D (5)	74%	-7	9	-6	-8	-19	-13	5	-7	16	7	0	-1	-11	5	5
HUTCHINSON EL	2	66	31	47.0%	1	Adequate (NO AYP)	26%	3	1	0	2	6	14	7	5	12	-6	-9	-3	-18	-1	-17
WHITE ELEMENT	4	57	27	47.4%	1	D (5)	70%	-10	2	0	-12	-24	-50	22	6	35	7	11	-4	8	6	4
DEERWOOD ACAD	1	90	43	47.8%	0	Adequate (Made AYP)	74%	-1	1	8	-2	7	8	0	0	20	15	7	11	8	9	18

RPA
Updated: 2/18/10

GOSA_APS_MCKEE 000003

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Elementary School Comparison for 2008 to 2009 CRCT

RED is equal to a decline in performance on CRCT.
Dark Green is equal to improved performance (4% or higher) on CRCT.
Bright Green is equal to slight improved performance (1%-3%) on CRCT.
Orange is equal to constant performance (0%) on CRCT.
Black Font = 25% or more of the classes within the grade-level are flagged.

SchoolName	SRT	# of Classes	# of Classes Flagged _WTR	% of Classes Flagged _WTR	# of sections with a mean of 10 or more	AYP	Target													
FINCH ELEMENT	1	75	36	48.0%	0	D (3)	22%	-6	-14	-14	-5	-9	-9	2	-6	-8	5	-1	12	-24	-13	-12
FICKETT ELEME	1	72	37	51.4%	1	D (5)	63%	-4	-10	-6	5	-6	-6	12	2	15	6	7	1	-5	-3	-2
WEST MANOR EL	1	51	28	54.9%	4	D (5)	93%	-1	1	1	-3	-3	-5	12	4	8	11	8	30	7	2	9
BOYD ELEMENTA	4	57	32	56.1%	1	D (7)	37%	-1	-1	-7	3	12	7	-4	-6	2	3	-4	-3	-18	0	-5
D H STANTON E	2	48	28	58.3%	0	D (9)	63%	-10	-4	-15	-5	-1	0	2	-16	0	-1	-5	-11	3	-4	16
WHITEFOORD EL	3	54	32	59.3%	0	D (5)	44%	8	-5	12	-4	-10	-10	5	-3	5	-1	-1	4	0	4	19
WOODSON ELEME	4	60	38	63.3%	2	D (5)	44%	-3	-3	-10	3	5	1	-3	1	28	-15	-6	-8	-7	2	10
TOWNS ELEMENT	4	66	42	63.6%	3	D (5)	52%	3	7	7	6	18	15	-18	-7	-17	-5	5	-23	3	5	6
PERKERSON ELE	1	72	48	66.7%	4	D (1)	74%	15	13	6	-4	7	7	13	2	20	10	-7	4	37	5	47
BLALOCK ELEME	4	39	26	66.7%	6	D (4)	89%	4	8	8	-13	7	-9	8	7	16	7	11	27	3	1	5
SCOTT ELEMENT	4	75	51	68.0%	9	D (5)	67%	9	10	9	-5	-8	-2	8	-12	13	4	2	8	-3	9	7
DUNBAR ELEMEN	2	51	35	68.6%	7	D (5)	67%	11	13	3	5	9	1	4	6	28	-35	-17	17	-13	-26	13
CONNALLY ELEM	1	78	55	70.5%	7	D (6)	52%	6	1	5	10	1	4	-8	-8	-3	1	2	5	2	-3	10
CAPITOL VIEW	2	48	34	70.8%	5	D (7)	74%	-6	0	-2	-5	4	-7	1	4	-3	1	1	1	0	0	9
VENETIAN HILL	1	69	52	75.4%	9	D (5)	70%	0	2	2	0	5	6	-8	-13	3	-8	2	10	4	14	1
USHER ELEMENT	4	51	40	78.4%	8	D (5)	48%	11	10	11	-3	-3	-3	-2	-9	-1	0	-2	-4	5	3	17
F L STANTON	4	42	35	83.3%	5	D (7)	85%	8	16	14	2	1	-7	-4	-5	-9	6	11	10	-10	1	-10
PEYTON FOREST	1	72	62	86.1%	7	D (5)	93%	2	3	0	4	8	3	2	9	22	6	-1	5	-1	3	11
GIDEONS ELEME	2	69	61	88.4%	7	D (6)	48%	-7	-4	-5	-1	2	1	-6	-3	5	-8	-5	0	3	0	3

RPA
Updated: 2/18/10

Middle School CRCT Comparison for 2008 to 2009.

RED is equal to a decline in performance on CRCT.
Dark Green is equal to improved performance (4% or higher) on CRCT.
Bright Green is equal to slight improved performance (1%-3%) on CRCT.
Orange is equal to constant performance (0%) on CRCT.
Black Font = 25% or more of the classes within the grade-level are flagged.

SchoolName	SRT	# of Classes	# of Classes Flagged_WTR	% of Classes Flagged_WTR	# of sections with a mean of 10 or more erasures	AYP	Target	RD6	LA6	MA6	RD7	LA7	MA7	RD8	LA8	MA8
YOUNG MIDDLE	1	114	13	11.4%	0	D (3)	63%	-8	-2	7	-3	-2	4	5	5	27
LONG MIDDLE S	2	97	12	12.4%	0	Adequate (made AYP)	56%	-3	6	6	-1	-9	-2	9	10	17
HARPER ARCHER	4	141	34	24.1%	15	NI (4) No AYP	52%	0	6	38	0	1	20	10	2	46
BENJAMIN S CA	4	30	9	30.0%	0	NA	NA							13	13	31
COAN MIDDLE S	3	51	16	31.4%	6	D (2)	15%	-12	-5	4	-16	-8	-15	-6	-3	-7
CRIM HIGH SCH	OHS	3	1	33.3%	0	NI (10) No AYP	NA							22	17	0
KENNEDY MIDDL	1	79	42	53.2%	1	Adequate (made AYP)	63%	3	5	9	1	3	11	12	5	11
TURNER MIDDLE	4	63	34	54.0%	3	NI (6) made AYP	78%	15	17	46	6	3	14	6	4	22
PARKS MIDDLE	2	57	51	89.5%	4	D (2)	48%	2	6	-17	-8	-8	-8	5	3	4

Charter School CRCT Comparison for 2008 to 2009.

RED is equal to a decline in performance on CRCT.
Green is equal to improved performance (4% or higher) on CRCT.
Yellow is equal to slight improved performance (1%-3%) on CRCT.
Orange is equal to constant performance (0%) on CRCT.

SchoolName	# of Classes	# of Classes Flagged_WTR	% of Classes Flagged_WTR	# of sections with a mean of 10 or more erasures	AYP	Target	RD1	LA1	MA1	RD2	LA2	MA2	RD3	LA3	MA3	RD4	LA4	MA4
UNIVERSITY CO	60	15	25.0%		D (4)	NA	2	-3	5	-11	-15	-6	-1		-11	-7		

RD5	LA5	MA5	RD6	LA6	MA6	RD7	LA7	MA7	RD8	LA8	MA8
-13	-12	16	-8	-7	-16	16	31	27	9	11	4

May 24, 2011

Note to File
RE: In the Matter of Parks Middle School – May 5, 2006

After reviewing the 8th grade writing test allegation to determine if this portion of the investigation was properly disposed, I found the following.

I spoke with Ray Hart, Executive Director of Research, Planning and Accountability, as he is considered APS' in-house subject matter expert regarding assessments. Dr. Hart provided a copy of the 2005-2006 Systemwide Testing Calendar and noted the 2006 8th grade writing exam was administered January18-19, 2006. Dr. Hart stated that testing materials are typically sent 1 week prior to the administration of a standardized test and it is highly unlikely that test materials for this test would have been sent to schools prior to the Christmas break. Additionally, Dr. Hart will search his office for documents which may outline the exact dates APS received testing materials during this school year.

Given that it is highly unlikely that testing materials were distributed to APS schools prior to the Christmas break for this exam, Mr. Dorian Rodgers, the teacher in question, would not have been able to provide students with the actual writing test prompt.

Dr. Hart mentioned that it is important to note that "coaching" students could include teachers accessing GOAS and coaching students on sample writing prompts approved by the Georgia Department of Education. "Coaching" students on pre approved sample writing test prompts is not considered a test irregularity.

Nicole Lawson
Special Assistant t/t CHRO

APS-OIR- 06713

Atlanta Public Schools

2005-06 Systemwide Testing Calendar

August 15-26	• *Georgia Kindergarten Assessment Program Revised* (GKAP-R) Window 1 (Forms returned on August 25).
ember 12-16	• Retest for *Georgia High School Graduation Test* in order by day beginning on Monday: English/Language Arts, Mathematics, Social Studies, and Science including make-up testing. Retest for eligible students who did not pass or missed the test previously.
	• *Georgia Basic Skills Test* in reading and math. Administer only to former students who qualify.
September 19-23	• EOCT electronic make-up for students who missed Spring 2005 test.
September 28	• *Georgia High School Graduation Test* in Writing for all grade 11 students and eligible students who did not pass or missed previous testing.
	• *Georgia Basic Skills Test* in Writing (No make-up). Administer only to former students who qualify.
September 29	• *Georgia High School Graduation Test* in Writing (Make-up).
October 12 (Wednesday)	• PSAT (Grades 10 and 11)
October 17-21	• EOCT electronic make-up for students who missed Spring 2005 test
October 17-21, 24, 25	• ITBS in Grades 3, 5, and 8 if decision is made for fall testing of NRT instead of Spring Testing.
November 7-11	• *Georgia High School Graduation Test* in order by day beginning on Monday: English/Language Arts, Mathematics, Social Studies, and Science including make-up testing. Retest for eligible students who did not pass or missed the test previously.
November 29 – December 12	• *End of Course Tests* Week one beginning on Tuesday with one test per day: Tuesday, American Literature and Composition; Wednesday, 9th Grade Literature and Composition; Thursday, Economics; and Friday, U. S. History. Second week beginning on Monday: Algebra I; Tuesday, Geometry; Wednesday, Biology; and Thursday, Physical Science. Make-up day on Friday and following Monday.
January 3 – February 25	• *Georgia Kindergarten Assessment Program Revised* (GKAP-R) Window 2
January 17-21	• *EOCT* electronic make-up for students who missed December *EOCT*
January 18-19	• *Georgia Middle Grades Writing Assessment* (Grade 8 only). Test on Wednesday and make-up on Thursday.
January 18-20	• *Georgia Writing Test* for Grade 5. Test on Wednesday and Thursday with make-up on Friday.
February 20-24	• EOCT electronic make-up for students who missed Dec ember EOCT
March 1 – April 30	• *Georgia Kindergarten Assessment Program Revised* (GKAP-R) Window 3
March 1	• *Georgia High School Graduation Test* in Writing. Retest for eligible students who did not pass or did not take the test previously.
	• *Georgia Basic Skills Test* in Writing for eligible students (No make-up). Administer only to former students who qualify.
March 2	• *Georgia High School Graduation Test* in Writing (Make-up).
h 6-10, 13, 14	• Norm-Referenced Test (ITBS) in Grades 3, 5, and 8. Also Terra Nova for identified students in grades K, 1, 2, 4, 6, 7, 9, 10, and 11 for Gifted Screening and ESOL Program exit.
March 20-24	• *Georgia High School Graduation Test* in order by day beginning on Monday: English/language Arts, Mathematics, Social Studies and Science including make-up testing.
	• *Georgia Basic Skills Test* in reading and math. Administer only to former students who qualify.
March 31	• *Georgia Grade 3 Writing Assessment.* Schools return rating forms completed by grade 3 teachers.
April 3-7	• Spring Break
April 13 and 14	• REP Tests in Reading and Math for grades 9 and 10 REP participants
April 13	• *Georgia Kindergarten Assessment Program Revised (GKAP-R). Schools return forms completed by kindergarten teachers.*
April 17-21, 24, 25, 26	• *Georgia Criterion-Referenced Competency Test* (CRCT) in grades 1 through 8 in reading, language arts, and math, and in grades 3-8, science and social studies.
April 14-May 5	• Georgia *End of Course Tests* (EOCT) Week one with one test per day; Monday, American Literature and Composition; Tuesday, Biology; Wednesday, U. S. History; Thursday, Economics with Friday make-up day. Week two: Monday, Geometry; Tuesday, Algebra I; Wednesday, Physical Science; and Thursday, 9th Grade Literature and Composition with Friday make-up day. Note: The second week of EOCT will overlap with first week of Advanced Placement (AP) Exams.
April/May	• English Language Development Assessment (ELDA) for ESOL students (Dates to be announced later.)
May 5	• Completed *Georgia Alternate Assessment* (GAA) Forms Returned

Summer 2006 Dates

	• *CRCT – Retest for Grades 3 and 5 students who do not meet standards. (Dates to be determined).*
...y 12	• *Georgia High School Graduation Test* in Writing
July 17-20	• *Georgia High School Graduation Test* in order by day: English/Language Arts, Science, Social Studies, Mathematics. Retest for eligible students who did not pass or missed the March 2004 administration.
July	• *End of Course Tests* (To be administered during high school summer school.)

MGB: sm/lh - #2943 Revised 6/1/05 Research, Planning and Accountability

APS-OIR- 06714

Atl IKON

From: Penn Payne [ppayne@pennpayne.com]
Sent: Friday, June 10, 2011 11:53 AM
To: Rush S. Smith
Subject: FW: Privileged and Confidential - Attorney-Client Communication
Attachments: draft letter responding to GOSA 7-2-09 PP track changes.doc

Penn Payne
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From: Penn Payne
Sent: Thursday, July 02, 2009 8:24 PM
To: 'lmckeehome@bellsouth.net'; 'kmadiva@aol.com'
Subject: Privileged and Confidential - Attorney-Client Communication

Dear Dr. Augustine and Mr. McKee,
Attached is my mark-up of the letter we discussed today. I have also made some comments in the margin. If you are not familiar with the Track Changes function of Word, please be aware that anyone who had an electronic version of this letter, even after Track Changes is turned off, could see my edits and comments. So I would recommend that any changes to the letter be re-typed into the original version of the letter before I added the changes.

I made changes only to the text that was "assigned" to me – I believe Lester will make additional changes.

I have not copied Jeff Schiller on this email because, upon reflection, I am concerned that sending my draft of the letter along with my comments might waive the attorney-client privilege. Unless he is an attorney with an attorney-client relationship with APS, he might not be covered as a consultant. I'll leave it up to you to decide how to communicate the content of the letter to him.

Please let me know if you have any questions.
Penn

Penn Payne

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This letter is in response to recommendations offered to the State Board of Education regarding alleged testing violations at Deerwood Academy during the 2008 Summer CRCT Retest.

As a consequence of an internal review (may put in some process points here), the district strongly disagrees with the allegations, the proposed sanctions to be applied and the merits of the State's case against the Atlanta Public Schools and Deerwood Academy. It appears that the basis for the State's case rests with the statistical probability of cheating and not a specific incidence of cheating. Neither district personnel nor volunteers have admitted to any tampering with or alteration of answer documents. our internal review has determined that there is no basis in fact to substantiate cheating.

The statistical analysis performed on student papers based on erasures cannot prove, as alleged, that an individual was responsible for changing student answers. It was not in the interest of the school, the school administrators or the testing coordinator to take the extraordinary risk of amending student answer documents, when no tangible harm resulted from a one-year failure to achieve AYP in 2008 and no tangible benefit was lost from that one-year failure. Further, the report indicates that Deerwood experienced an average gain of 41.2 scale score points on the CRCT retest compared to the main administration. However, one student had a 31 scale score point decrease. If the average gain had been calculated correctly, the average gain would be 39.2 and would translate into 3.3 Standard Deviations (SD) above the state average (of 16.4 with a SD of 7). If the Governor's Office of Student Achievement (GOSA) used an average gain that was 3.5 SD above the state average, then Deerwood would not have met the established criteria and would not have been considered for further investigation.

The district has retained an external investigator to conduct an investigation into the allegation in the GOSA audit report that "someone who had access to test materials after testing concluded changed multiple students' answers on the 5th grade CRCT at Deerwood Academy." That investigation is currently ongoing and has not yet been completed. At this stage, however, the investigation has not uncovered evidence that someone actually altered students' answers.

Finally, as a regional training partner and host site for Teach for America (TFA), APS prepares aspiring teachers for their school placements by matching each TFA teacher with a veteran APS Faculty Adviser and providing each teacher pair with individualized student plans based on content and domain area weaknesses. The TFA/APS teacher pairs then deliver targeted instruction designed to uniquely and

Deleted: Unlike the findings in the Atherton Elementary School case where an admission of guilt has been offered, d

Deleted: made no

Deleted: such admission

Deleted: and

Comment [PP1]: If you're referring to my investigation as the "internal review," I think that the better way to make this statement is using the sentence I've added in the third paragraph below.

Comment [PP2]: Make sure that I am correct in making this statement – but this is what I've been told – that it takes 2 years of failure to trigger any real consequences.

Deleted: it was well known that only 4 to 7 students needed to pass the retest out of the 32 tested students in order for the school to make Adequate Yearly Progress in 2008.

Formatted: Superscript

Comment [PP3]: I would not get into the substance of the issues of lax security and volunteers, because they will take too much explanation in order to be truthful, and I plan to do that in my report. You could add at the end of this paragraph "The investigator will also address in her report the additional allegations about loose security relating to the test materials."

Deleted: The report also refers to loose security due in part to volunteers supporting the school during the summer. What the report fails to document was that the referenced volunteer is a retired teacher who had continually provided support as a substitute teacher at Deerwood Academy during the school year. District personnel suggested that the volunteer in question was not involved with the proctoring or testing of summer school students and did not have direct access to answer documents. The volunteer supported the test coordinator prior to the test administration by bubbling in student demographic information on answer documents. Due to the absence of state produced student-level CRCT retest pre-id labels, the demographic information on each answer document had to be completed in its entirety prior to the testing period. ¶
¶
Also, the report suggests that no one took responsibility for ensuring the materials were in a secure location at all times. The district strongly disagrees. This statement is in direct contradiction with the Principal ... [1]

tactically support students to achieve passing scores on the retest during the summer.

Given all the above, the district must disagree with the alleged findings and believes that no consequences should be exacted on Deerwood Academy. Deerwood Academy should retain its AYP status and a formal recommendation and acknowledgement of this fact should be offered to the district by the State Board and Georgia Department of Education.

With respect to recommended district-level actions outlined in the report, Deerwood Academy has already communicated with all of its K-5 parents/guardians regarding the GOSA allegations and findings and has agreed to keep parents informed as the investigation moves forward. The district's Comprehensive School Reform agenda requires differentiated instruction based on each student's current academic performance and prior academic history, and as such, the district believes that adequate support will be offered to the middle school students who have left Deerwood Academy. The district is also engaged in an intensive Math & Science reform, funded by the GE Foundation and all math and science teachers are involved in intense professional development to realize mastery of the GPS standards and all related tasks in these areas. These efforts should adequately address the concerns regarding student preparation and success.

We anxiously await your review of the facts and are prepared to discuss these matters as appropriate. Thank you.

Page 1: [1] Deleted Penn Payne 7/2/2009 8:19:00 PM

The report also refers to loose security due in part to volunteers supporting the school during the summer. What the report fails to document was that the referenced volunteer is a retired teacher who had continually provided support as a substitute teacher at Deerwood Academy during the school year. District personnel suggested that the volunteer in question was not involved with the proctoring or testing of summer school students and did not have direct access to answer documents. The volunteer supported the test coordinator prior to the test administration by bubbling in student demographic information on answer documents. Due to the absence of state produced student-level CRCT retest pre-id labels, the demographic information on each answer document had to be completed in its entirety prior to the testing period.

Also, the report suggests that no one took responsibility for ensuring the materials were in a secure location at all times. The district strongly disagrees. This statement is in direct contradiction with the Principal Certification Form signed by both the Summer School Site Coordinator and Test Coordinator. This APS form (provided to us by the state) specifically requires certification that the materials were secure at all times. No school monitoring reports or testimony exist to support a breach in district or school-level protocols.

ATLANTA PUBLIC SCHOOLS
Making A Difference

Office of the Superintendent
Beverly L. Hall, Ed.D.
Superintendent
Phone: 404-802-2820
Fax: 404-802-1803

July 6, 2009

Ms. Kathleen Boyle Mathers
Director of External Relations
Governor's Office of Student Achievement
1554 Twin Towers East
Atlanta, GA 30334

Dear Ms. Mathers:

This letter is in response to recommendations offered by the Governor's Office of Student Achievement to the State Board of Education regarding alleged testing violations at Deerwood Academy during the 2008 Summer CRCT Retest.

The district retained the services of an external investigator to conduct an investigation into the allegation in the GOSA audit report that "someone who had access to test materials after testing concluded changed multiple students' answers on the 5th grade CRCT at Deerwood Academy." The portion of that investigation focusing on the "cheating charge" is completed and concludes that there is no evidence, no basis in fact, that someone actually altered students' answers. Neither district personnel nor volunteers at the school have admitted to tampering with or altering CRCT answer documents.

Based on the external investigation, and the district's thorough internal investigation, the district strongly disagrees with the allegations, the proposed sanctions and the merits of the State's case against the Atlanta Public Schools and Deerwood Academy. It appears that the basis for the State's case rests with the statistical probability of cheating and not a specific incidence of cheating. Neither district personnel nor volunteers at the school have admitted to tampering with or altering CRCT answer documents.

The statistical analysis performed on student papers based on erasures cannot prove, as alleged, that an individual was responsible for changing student answers. In fact, there was no motive to change the answer sheets. It was not in the interest of the school, the school administrators or the testing coordinator to take the extraordinary risk of amending student answer documents, when no tangible harm would have resulted from a one-year failure to achieve AYP in 2008 and no tangible benefit would have been lost from that one-year failure. The GOSA report fails to mention the rigorous academic program and teachers' efforts that we are convinced are at the heart of the gains. Further, the report indicates that Deerwood experienced an average gain of 41.2 scale score points on the CRCT retest compared to the main administration. However, one

student had a 31 scale score point decrease, and the average gain should be 39.2 and would translate into 3.3 Standard Deviations (SD) above the state average (of 16.4 with a SD of 7). If the Governor's Office of Student Achievement (GOSA) used an average gain that was 3.5 SD above the state average as grounds for review, then Deerwood does not meet the established criteria for further investigation.

Given the above, the district must disagree with the alleged findings and believes that no consequences should be exacted on Deerwood Academy. Deerwood Academy should retain its AYP status.

With respect to recommended district-level actions outlined in the report, Deerwood Academy has already communicated with all of its K-5 parents/guardians regarding the GOSA allegations and findings and has agreed to keep parents informed as the investigation moves forward. The issue of student support will be adequately addressed through the district's Comprehensive School Reform agenda that requires differentiated instruction based on each student's current academic performance and prior academic history. As such, the district believes that adequate support will be offered to the middle school students who have left Deerwood Academy. The district is also engaged in an intensive Math & Science reform, funded by the GE Foundation and all math and science teachers are involved in intense professional development to realize mastery of the GPS standards and all related tasks in these areas. These efforts should adequately address the concerns regarding student preparation and success and should in no way be interpreted as a sign of agreement regarding the allegations.

We anxiously await your review of the facts and are prepared to discuss these matters as appropriate. Thank you.

Sincerely,

Beverly L. Hall

Beverly L. Hall, Ed.D.
Superintendent

cc: Ms. Kathy Augustine

Payne 00159

Here is a copy with the text in the e-mail. Thank you!

Heather Vogell
Reporter
The Atlanta Journal-Constitution
Office:(404)526-7113
Cell:(704)258-7794

The Atlanta Journal-Constitution
GEORGIA OPEN RECORDS ACT REQUEST
Tuesday, April, 14

Dr. Beverly Hall
Superintendent
Atlanta Public Schools

Dear Superintendent Hall,

Pursuant to the Georgia Open Records Act. O.C.G.A. Section A§ 50-18-70 et al.. The Atlanta Journal- Constitution is requesting to review the following public documents with the exception of those portions specifically exempted by state law:

*All complaints, supporting documentation, findings and any and all related documents made to the Office of Internal Resolution since March 2006.

To assist you, I have included the pertinent language from the Georgia Open Records Act regarding complaints and investigations:

The law exempts only: "(5)Records that consist of confidential evaluations submitted to, or examinations prepared by, a governmental agency and prepared in connection with the appointment or hiring of a public officer or employee; and records consisting of material obtained in investigations related to the suspension, firing, or investigation of complaints against public officers or employees *until ten days after the same has been presented to the agency or an officer for action or the investigation is otherwise concluded or terminated, provided that this paragraph shall not be interpreted to make such investigatory records privileged;"* (my emphasis)

If you believe any of the requested material is exempt, please provide the citation from the law that permits such exemption.

As you know, the Georgia Open Records Act allows reasonable search and retrieval fees after the first quarter hour or a maximum standard charge of 25 cents per page, or in the case of records maintained on a computer, the actual cost of the disk or tape onto which the information is transferred. Therefore, if fees are assessed and are expected to exceed $25, please alert the newspaper in advance, as the law requires, and explain the basis for the fees, so the newspaper can consider modifying its request.

Thank you for your assistance. I can be contacted at (404)526-7113 or via email at hvogell@ajc.com. Please do not hesitate to contact me with questions.

Sincerely,

Heather Vogell
Reporter

From: Pitts, Sharron
To: Hall, Beverly L. (Supt.)
Sent: 4/14/2009 9:26:41 PM
Subject: FW: AJC ORA request

Interesting.

From: Few, Millicent
Sent: Tuesday, April 14, 2009 5:23 PM
To: Mazyck, Veleter; Howard, Colinda; Pitts, Sharron
Subject: FW: AJC ORA request

FYI

From: Tucker, Seana
Sent: Tuesday, April 14, 2009 4:45 PM
To: Few, Millicent
Cc: Manguno, Joseph
Subject: FW: AJC ORA request

Hi Millicent,

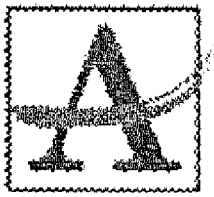
Joe Manguno will follow-up with Ms. Vogell to find out what she needs specifically. I will advise you of the findings.

Thank you.

With Regards,

Seana Goodson-Tucker
Paralegal
Office of the Chief of Staff

Atlanta Public Schools
130 Trinity Avenue
Atlanta, GA 30303
404-802-2811 (Direct Line)
404-802-1807 (Facsimile)
stucker@atlanta.k12.ga.us
www.atlanta.k12.ga.us



ATLANTA PUBLIC SCHOOLS
Making A Difference

From: HVogell@ajc.com [mailto:HVogell@ajc.com]
Sent: Tuesday, April 14, 2009 12:48 PM
To: Tucker, Seana
Subject: AJC ORA request

*All complaints, supporting documentation, findings and any and all related documents made to the Office of Internal Resolution since March 2006 concerning allegations of Employee Wrongdoing involving all types of parties in the following categories: Misrepresentation/Falsification(Testing, Grading, Applications, other Instruction), Public Funds/Property and Improper Remunerative Conduct.

The results are as follows:

2006/2007 Caselog

- In The Matter of Gwendolyn Bramwell (T) Tull Waters ES 5/18/07 Testing Violation
- Charge of Misappropriation of Funds at Douglass High School (Referral to Office of Internal Compliance)
- In The Matter of Corliss Randall-Davenport, Principal, & Denise Bell, Secretary Dunbar ES 10/19/06 Misappropriation of Funds
- In The Matter of Suprenia Miller (Teacher) East Lake ES 5/7/07
- In The Matter of Nybria T. (Student) Cascade ES Testing Violation
- In The Matter of Barbara White (Teacher) AD Wms ES 4/17/07 Testing Violation
- In The Matter of Thomasville Heights ES 4/19/07 Testing Violation
- Regina Cuffey-Harris (Counselor) Therrell HS 8/12/06 (NC) Falsification of Athlete's Eligibility
- In The Matter of Fabrice Aime (Teacher/Coach) Kennedy MS 11/1/06 Falsification of Athlete's Eligibility
- In The Matter of Lesma Richards (Teacher) Cook ES 4/18/07 Testing Violation
- In The Matter of Gloria Johnson (Teacher) Grove Pk ES 11/14/06 Misappropriation of Funds
- In The Matter of Beverly McCray (Ed Spec.) Career Ed Misappropriation of Funds
- In The Matter of Continental Colony ES (Testing Violation)
- In The Matter of Chih Chou ,Teacher, Sarah Smith 4/19/07 (NC) Testing Violation
- In The Matter of Delfreda Hancock ,Teacher, (Continental Colony) Testing Violation

2007/2008

- In The Matter of Brenda Blake,Teacher, Townes ES 3/14/08 Testing Violation
- Betty Foster (Program Asst.) Grady HS 11/6/07 (NC) Testing Violation
- External Investigator: Thomasville Heights ES: Testing Violation 4/22/08
- In the Matter of Cheryl Jenkins, Douglass HS 1/30/08 Testing Violation
- In the Matter of Jena Rainey, Crim HS 1/30/08 Testing Violation

- In the Matter of Gwendolyn Carter, Counselor, West End Academy 1/30/08 Testing Violation
- In the Matter of Theresa Powell, Teacher, Bolton Academy ES 4/30/08 (EW) Testing Violation
- Warrkesha Conyers, Teacher, White ES 4/24/08 Testing Violation. Testing Violation
- In the Matter of Dwight Hardy, Teacher, Toomer ES. 5/7/08 Testing Violation

2008/2009

- Anonymous Complaint- Hutchinson ES (EW) 6/25/08. Testing Violation
- In the Matter of Pecola Green ,Teacher, Blalock ES 6/24/08 Testing Violations.
- In the Matter of Marcus Barber, Principal, South Atlanta High School of Leadership and Economic Empowerment) 5/20/08 Misappropriation of Funds
- In the Matter of Mays High School - Various complaints
- In the Matter of Stefanie Woods, Bus Driver, 7/30/08 Application Falsification
- In the Matter of Falana Favors, Teacher, Scott ES 9/5/08 Misappropriation of Funds
- In the Matter of Dr. Lucious Brown, Principal, Kennedy MS 1/28/09 Employee Income Verification Falsification
- In the Matter of Carol Dennis, Administrative Assistant, Kennedy MS 1/28/09 Employee Income Verification Falsification
- External Investigation: Dr. Angelisa Cummings , Principal, Crim Open Campus 1/26/09 Misappropriation of Funds
- In the Matter of Cheryl Jenkins, Teacher, Douglass HS 9/22/08 Misrepresentation of Certification
- In the Matter of Uliana Gancea, Teacher, Carver HS Tech 10/16/08 Employment Verification Falsification
- External Investigation: In the Matter of Karen Riggins-Taylor, Principal, Turner MS 3/18/09 Testing Violation
- External Investigation: In the Matter of Dr. Andre Williams, Principal, Coan MS 3/18/09 Testing Violation
- In the Matter of Bolton Academy. 10/7/08 Misappropriation of School Property
- In the Matter of Darryl Evans (T) King MS 11/4/08 Time Falsification
- In the Matter of Judy Butts-Smith, Counselor, Hill ES 12/10/08 Falsification of Medical Documentation
- In the Matter of Tiffani Stevenson, Media Specialist, Coretta Scott King 1/27/09 Time Falsification

ATLANTA PUBLIC SCHOOLS
Making A Difference

Atlanta Public Schools
Office of Communications

130 Trinity Avenue, S.W.
Atlanta, GA 30303
Phone: 404-802-3500

FAX

Pages [not including cover]: 3

Date: 6 May 2009

To: Heather Vogell, AJC

From: Joe Manguno, APS

Phone: (4) 526-5746

Fax:

Re:

CC:

✓ Urgent _ For Review _ Please Comment _ Please Reply _ Please Recycle

COMMENTS

Bob Wilson

From: Clyde, Thomas [tclyde@dowlohnes.com]
Sent: Monday, June 13, 2011 2:36 PM
To: Clyde, Thomas
Subject: FW: An additional OIR complaint I did not receive

From: Heather Vogell
Sent: Tuesday, August 25, 2009 4:49 PM
To: kbromery@atlanta.k12.ga.us
Subject: An additional OIR complaint I did not receive

Hi Keith -

I have just learned that there was a testing complaint at Brown Middle in 2008 that I also did not receive in my Open Records Request. I just left you a voice mail about it. Here are the names on the complaint: Teacher Imogene Redwine and principal Donnel Underdue. I'm told it's about cheating.

I'll need to find out what this complaint is about ASAP. I'm also growing more concerned that I have not received all the testing misconduct complaints requested that should have been provided under state law. Have you had a chance to discuss this with the OIR?

I know you're just jumping in here, and it is SAT day, but please convey my concerns to those who have been involved with this for weeks now. Thanks, Heather

Heather Vogell
Reporter
The Atlanta Journal-Constitution
Office:(404)526-7113

Cell:(404)270-0303

Bob Wilson

From: Clyde, Thomas [tclyde@dowlohnes.com]
Sent: Monday, June 13, 2011 2:37 PM
To: Clyde, Thomas
Subject: FW: Missing cases?

From: Heather Vogell
Sent: Thursday, August 20, 2009 4:23 PM
To: kbromery@atlanta.k12.ga.us
Subject: Missing cases?

Hi Keith,

Our request covered the 06-07, 07-08, and 08-09 school years. We asked for all OIR complaints involving testing misconduct.

Here's what we have. The question is, what others are we missing?

School	Individual	Date
Thomasville Heights Elementary	Principal Janice Kelsey	4/1/2008
Thomasville Heights Elementary	Testing coordinator Tracey Fisher	4/17/2007
Towns Elementary	Teacher Brenda J. Blake	3/11/2008
Coan Middle	General	4/24/2009
Toomer Middle	Dwight Hardy	5/12/2008
Cook Elem	Lesma Richards + others	4/18/2007
Hutchinson Elem	List of teachers	aug 2007 and may 2008
Continental Colony	Delfreda Hancock	4/19/2007
Turner Middle Principal	Karen Riggins-Taylor	07-08 and 08-09
Walter Francis White Elem	Warrkesha Conyers	4/23/2008
AD Williams Elem	Barbara White	4/17/2007
Blalock Elem	Pecola Green	6/19/2008
Cascade Elem	General	9/15/2006
West End Academy	Gwendolyn Jones Carter	
Sarah Smith	Chih Chou	4/18/2007
Grady	Betty Foster	Nov. 2007
Summer Enrichment Acad	Jena Melissa Rainey	2005 summer/2008 decision
Summer Enrichment Acad	Cheryl Lynn Jenkins	2005 summer/2008 decision
Tull Waters Elem	Gwendolyn Bramwell	5/23/2007
Continental Colony	Michelle Tolliver	4/28/2009
Bolton Academy	Theresa Powell	4/30/2008

Thanks, Heather

Heather Vogell
Reporter
The Atlanta Journal-Constitution
Office:(404)526-7113

Cell:(404)270-0303

Bob Wilson

From: Clyde, Thomas [tclyde@dowlohnes.com]
Sent: Monday, June 13, 2011 2:37 PM
To: Clyde, Thomas
Subject: FW: OIR complaint follow-up

From: Tucker, Seana [mailto:stucker@atlanta.k12.ga.us]
Sent: Thursday, July 23, 2009 4:40 PM
To: Heather Vogell
Cc: Yeager, Su
Subject: RE: OIR complaint follow-up

Ms. Vogell:

The information requested is available for review.

Please contact me to schedule a day time that is convenient for you.

With Regards,

Seana Goodson-Tucker

Paralegal
Office of the Chief of Staff

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ATLANTA PUBLIC SCHOOLS

Making A Difference

From: HVogell@ajc.com [mailto:HVogell@ajc.com]
Sent: Thursday, July 23, 2009 4:03 PM
To: Tucker, Seana; Yeager, Su
Subject: Fw: OIR complaint follow-up

Hello Ms. Tucker,
I spoke with Ms. Yeager and Ms. Howard about these additional complaints on Tuesday, I believe, of last week. Ms.

Howard indicated the information would be located. I was wondering whether it had been. Could you let me know the status?
Thank you, Heather

Heather Vogell
Reporter
The Atlanta Journal-Constitution
Office:(404)526-7113

---- Forwarded by Heather Vogell/MET/NEWS/AJC/US on 07/23/2009 03:59 PM ----
Heather Vogell/MET/NEWS/AJC/US

07/13/2009 02:48 PM

To stucker@atlanta.k12.ga.us
cc
Subject OIR complaint follow-up

Good Afternoon Ms. Tucker,

I have finished reviewing the copies of the OIR complaints provided to me and compared them to the log of complaints. There are a few loose ends to tie up. I'll list below.

1) There are two complaints that I requested but did not receive materials for. They are:

Gwendolyn Bramwell, Tull Waters, testing violation 5/18/07
Suprenia Miller, East Lake, 5/7/07

I'll definitely need a copy of the Bramwell complaint, since it pertains to testing. I'm not sure about the Miller complaint. I don't remember leaving any whole complaints out after reviewing them with you, but I'd like to check whether it pertains to testing. Does it? If it does, I'll need that as well. Otherwise, I won't. I understand additional copying charges will accrue since these were not part of what was copied before.

2) I'd left one testing complaint out of the revised request: It's Theresa Powell, teacher, Bolton Academy ES 4/30/08 testing violation. I'd like to request that additional complaint under the Georgia Open Records Act as well.

3) And finally, can someone tell me whether the first Continental Colony testing violation listed in the log is the same as the second complaint listed for that school, concerning Delfreda Hancock - which I have? Also, do any of the Mays High "various complaints" pertain to testing? If so, I'd like to request them/it also under ORA (but not, if not).

I want to make sure I have all the documents responsive to the original request for OIR complaints about testing violations. However, I don't want to make extra work for you all if some of these complaints that aren't well-described in the log have nothing to do with testing.

Please let me know when I can pick up copies of the Bramwell and Powell complaints, and let me know whether the others are relevant to the original request. Thanks, Heather

Heather Vogell
Reporter
The Atlanta Journal-Constitution
Office:(404)526-7113
Cell:(704)258-7794

Atlanta Journal-Constitution, The (GA)

October 18, 2009
Section: News
Edition: Main; The Atlanta Journal-Constitution
Page: A1

Drastic test swings valid?
An AJC analysis finds questionable changes in test scores at 19 schools.

Heather Vogell, John Perry

Staff

Statistically unlikely state test scores are showing up in more classrooms, suggesting the cheating investigation that has engulfed four schools might be about to widen.

An Atlanta Journal-Constitution investigation found 19 public elementary schools statewide with extraordinary gains or drops in scores between spring last year and this year. A dozen were in Atlanta.

In West Manor and Peyton Forest elementary schools, for instance, students went from among the bottom performers statewide to among the best over the course of one year. The odds of making such a leap were less than 1 in a billion.

This summer, state officials found strong evidence of cheating at four schools statewide in an investigation that followed a December AJC story about improbable gains on state tests.

In the most recent analysis, the AJC again used statistics to look for schools with test score changes far outside the normal range. The newspaper compared students' scores in one grade versus their scores in the next. Some improved astronomically, but others deteriorated sharply.

"Changes of that magnitude are just extremely suspicious," said Walt Haney, a testing expert and professor at Boston College.

Atlanta officials said they do not believe cheating occurred. Yet questionable scores appeared last school year in more than one in five of the district's 57 elementary schools, the AJC analysis showed. At some, multiple tests stood out, with scores moving up or down erratically. Experts say children's scores are normally fairly stable between grades.

"There had to be something considerable that happened that you would swing that much in a single year," said Kathleen Mathers, executive director of the Governor's Office of Student Achievement.

Her office is scrutinizing state test scores for the sort of anomalies that could signal test-tampering. It will use its findings -- due this month -- to decide where to audit, she said.

This is the first time state officials have undertaken such a broad search for test cheats.

Several Atlanta principals attributed unexpected score changes to factors such as a good instructional programs, talented or struggling teachers or changes in the student population.

Atlanta Deputy Superintendent Kathy Augustine said the district has no plans to check the validity of the scores highlighted by the AJC.

"I don't have any reason to look at that," she said. "We expect outliers every year."

She said the district's use of testing data to guide instruction and good teacher training are among the strategies that have helped schools make steady progress. Also, high rates of student turnover at some schools in question could create surprising score jumps, she said.

A check of several schools outside Atlanta with similarly high turnover, however, found none with such unusual test results.

Last summer, critics chastised Atlanta for its handling of cheating allegations at Deerwood Academy, one of the schools where state officials said they had uncovered evidence of likely test-tampering. Superintendent Beverly Hall said the district found no proof -- a stance that drew a rebuke from Gov. Sonny Perdue.

Augustine said the district would investigate if it had evidence of cheating.

Besides the Atlanta schools, Heards Ferry in Fulton County was the only other in the metro area to report such unexpected scores, the AJC found.

A meteoric jump

The AJC examined scores on state reading, math and language arts tests for students in grades 3 through 5. The newspaper compared students' scores from 2008 with how they did in spring 2009.

The state Criterion-Referenced Competency Tests are Georgia's main measure of academic ability through eighth grade. The Atlanta elementary schools in question include one that state Superintendent Kathy Cox praised effusively in May as a hardworking school with an "absolutely no-excuses attitude."

"By the way, they're knocking the socks off of the test scores," Cox said of Peyton Forest Elementary at a state Board of Education meeting. "They're just a shining star."

Indeed, when state test results arrived a few weeks later, some scores' rise was meteoric.

Peyton third-graders' math results last year were among the lowest in the state. But as fourth-graders this spring, they placed fourth in math out of nearly 1,200 schools statewide, outpacing dozens of affluent suburban classrooms.

The feat was even more surprising given that two months before the state test, 94 percent of Peyton fourth-graders scored at the lowest of four levels on the district's own practice math tests.

Peyton Principal Karen Barlow-Brown said the increases were partly due to a former third-grade math teacher who was ineffective last year and a talented fourth-grade teacher this year. She also said the school doesn't use the practice tests as a predictor of state test results.

"That is really an insult," she said when asked whether tests might have been altered.

Such dramatic gains in such a short amount of time, however, are abnormal at best, experts said.

"It's very hard to explain these huge gains," said Tom Haladyna, a professor emeritus at Arizona State University and testing expert who reviewed the AJC's findings. "You have to wonder: Is this the greatest school in the world?"

Schools that attribute such rare gains to a successful program have a responsibility to show others what they did, he said. "The whole world wants to know this," he said. "If we could get this out of every class in your state and every other state, wouldn't that be fantastic?"

An Atlanta district spokesman asked a reporter to call Michael Casserly, executive director of the Council of Great City Schools. The group, of which Atlanta is a member, supports urban systems.

Casserly had not seen the AJC's analysis but said he disagreed with experts who said the scores were questionable.

Casserly said some schools might teach their curricula differently from others in the state, or the changes might be random, or another factor such as teacher turnover could differ in Atlanta.

"If you're after one single explanation, you are on the verge of badly misleading the public on the basis of a very bogus analysis," he said.

Leapfrogging peers

If falsified, scores can disguise serious academic problems, said Eric Cochling, vice president of public policy at the nonprofit Georgia Family Council.

Parents need valid test scores to make key decisions for their children, such as whether to change schools or teachers, or get remedial help, Cochling said.

"How do they know what their child needs, ultimately, if they can't rely on the test results?" he asked. "It seems it sets these kids up for failure."

Atlanta's West Manor Elementary made some of the most astonishing gains this year.

In fourth grade last year, students' poor scores ranked 830th statewide on the math test. This year, fifth-graders not only caught up to their peers but sped past them; they scored the highest statewide.

Their average score grew by nearly 90 points year to year, data show. Statewide, the average rise was about 15 points.

Practice tests again suggest a disconnect with the **CRCT**. Sixty percent of West Manor fifth-graders were still scoring at the lowest level in February practice tests. Not only did every student pass the **CRCT** in April, but 89 percent scored at the top "exceeds" level.

Principal Cheryl Twyman attributed gains to "the hard work of the teachers and students – that's a given." She declined to discuss the results further.

Parent Sharon Shannon Bussie said she has seen West Manor teachers push students to achieve and doesn't believe they would cheat.

"This school is quite different," she said. "If you're an underachiever, you might as well not go here."

Another puzzling result came from Atlanta's Toomer Elementary.

Last year, Toomer's fourth-graders scored best in the state on the English/language arts **CRCT**, which focuses on writing. Toomer's average score was so high that no other school came within 14 points.

But this year, Toomer fifth-graders struggled with the test of concepts such as grammar and sentence structure. Their average score plummeted 58 points.

Haladyna said researchers rarely see such a steep drop. "Kids don't go backward in their learning," he said.

Interim Principal Hezekiah Wardlow said school staff realized some of its scores had dipped, but not to the extent made clear in the AJC analysis. He said the school has small grades, and three or four children leaving can have a big impact on scores.

To be sure, test scores can be affected by shifts in a school district's boundaries or other events that change the makeup of the student population. A Fulton district spokeswoman noted that Heards Ferry's attendance boundaries changed last year.

Some Atlanta schools have seen deep declines in student enrollment after housing projects closed in recent years. Blalock Elementary, which served children living in the Bankhead Courts housing project, had four subject tests with astronomical gains this year, the AJC's analysis found.

On one, more than 96 percent of fifth-graders scored at the "exceeds" level in math, compared with 36 percent statewide. Former Principal Frances Thompson said last year was an unusual one for her school. Steep drops in enrollment as Bankhead Courts emptied meant more attention for students who stayed, she said, adding she has no concern that cheating might have occurred.

"Our class sizes were so much smaller, and we did use that to our advantage," she said. "We were able to address the needs of the students very, very closely."

Blalock closed at the end of the school year.

Peyton Forest is not the only school in question that has won awards, money or visits from dignitaries because of test scores.

Top federal education officials have visited Atlanta's Capitol View and F.L. Stanton -- which both had tests that were extreme outliers in the AJC analysis.

Capitol View Principal Arlene Snowden said she did not believe the gains the AJC cited were unusual. She said factors such as strong teaching programs and stellar staff made the difference.

"We accept no excuses from our children. I have a very highly competent staff. ... We look for teachers who know how to teach the Capitol View way," she said. "We want everyone to be successful."

Georgia School Superintendent Cox would not comment on the questionable scores because of the state's investigation, a spokesman said, adding the state would act if cheating were found.

The student achievement office, which is independent of Cox's agency, is scrutinizing both spring **CRCT** scores and the results from summer retests taken by students who failed on their first try, Mathers said.

She said the state may use two approaches in addition to statistical analyses. One examines erasure marks for unusual numbers of answers changed to correct. The other looks for unexpected patterns of responses, such as a class where students get all the hard questions right but the easy ones wrong.

This summer, state investigators said an erasure analysis revealed strong evidence that adults at four schools had cheated on **CRCT** retests.

DeKalb County police charged two school administrators with falsifying state documents. The state board of education revoked the four schools' status as having met federal standards, or made "adequate yearly progress."

Rumors persist

Unlike most districts, Atlanta hands out bonuses of up to $2,000 per educator to schools that meet targets for improving test scores. Last week, the district announced more than two dozen schools earned bonuses this year, including eight that the AJC found had highly unexpected score changes.

Rumors of cheating have swirled for years in the district. Some teachers have said they are afraid to report problems because they fear retaliation.

This summer, Superintendent Hall said she did not believe cheating was "pervasive" in the district and attributed anonymous complaints about it to disgruntled employees who resented being held accountable.

Former Atlanta teacher Joan Shensky said she reported finding a student with an illicit answer key that a teacher had distributed to other fifth-grade teachers at Collier-Usher Elementary in 2005.

"I was horrified, horrified," she said in an interview.

District records show a teacher was sanctioned. Shensky said she wasn't punished for speaking up but felt like an outcast afterward. She left for a teaching job in another system in 2007.

"I felt ostracized after that," she said. "I was not comfortable."

Steep gains

These charts show the change in two Atlanta schools' average **CRCT** scores and the average change for all schools statewide. Compare schools' soaring **CRCT** scores with the results of the district's practice tests, which students took about two months before and did much worse on. On practice tests, "unsatisfactory" is the lowest of four levels and means less than 55 percent of answers were correct.

Standard deviation shows how unexpected a score change is. The odds of a four standard deviation change are worse than 1 in 31,000. The odds of a five standard deviation change are worse than 1 in 3 million. The odds of a six standard deviation change are worse than 1 in 1 billion.

West Manor Elementary School fifth-grade math

CRCT gain: 6.2 standard deviations

Odds: Less than 1 in a billion

Practice test results

January 2008 fourth-grade math: 57 percent unsatisfactory

February 2009 fifth-grade math: 60 percent unsatisfactory

Peyton Forest Elementary School fourth-grade math

CRCT gain: 6.1 standard deviations

Odds: Less than 1 in a billion

Practice test results

January 2008 third-grade math: 68 percent unsatisfactory

February 2009 fourth-grade math: 94 percent unsatisfactory

Source: AJC analysis of Georgia Department of Education and Atlanta Public Schools data

Unexpected scores

Scores climbed or dipped dramatically at 12 schools in Atlanta and one in Fulton County. The AJC compared each class' score in 2008 with its score in 2009, in the next grade. Standard deviation is explained above.

Elementary school Grade Test Standard deviation

Atlanta Public Schools

Benteen 3 Read 5.5

5 English 4.3

Bethune 5 Read -4.6

Blalock 3 English 5.8

4 English 4.1

5 Math 5.9

5 English 6.9

Capitol View 3 Read 5.8

Dunbar 5 Read 4.5

F. L. Stanton 3 Read 4.3

Perkerson 5 Read 5.6

Peyton Forest 4 Math 6.1

4 English 4.8

5 Read 4.1

Toomer 4 Read -6.3

5 Read -5.4

5 English -9.3

Usher 5 Read 4.6

Venetian Hills 3 Read 4.7

3 English 4.8

West Manor 5 Math 6.2

Fulton County

Heards Ferry 3 English 4

Note: For a full list of the 19 outlier schools, see www.ajc.com/news/164807.html Sources: AJC analysis on Georgia Department of Education **CRCT** data.

How we got the story

To detect unusual **CRCT** test score changes, the AJC used a statistical technique called linear regression to compare average 2009 scores at each elementary to comparable scores from the previous grade the year before.

This analysis found that the 2008 scores consistently explained about 80 percent of the differences between 2009 scores. The analysis also resulted in a mathematical formula that describes the general relationship between 2008 and 2009 scores. For example, an average 2008 fifth-grade reading score of 800 would predict a 2009 score of 802 points. A 2008 score of 850 would predict a 2009 score of 840.

The differences between actual and predicted scores were converted into a measure that can be plotted on a normal probability curve, or "bell curve," to find the probability of that difference occurring by chance. A score greater than four "standard deviations," for example, has an approximate probability of 0.0032 percent, or odds of less than 1 in 31,000. A score greater than six standard deviations has a probability of 0.000000099 percent, or odds of less than 1 in 1 billion.

There are limits to this analysis. Data publicly available from the state do not permit tracking students' individual scores from year to year. And because we were able to look at average scores only, student mobility could create score variations not accounted for by the formula derived from the regression. This is especially true for schools and grades with smaller enrollments.

To counter these limits, we didn't analyze cases with fewer than 20 students. We also only singled out schools with a four standard deviation or larger difference between predicted and actual scores.

Typically, cases greater than two standard deviations from the average are considered outliers.

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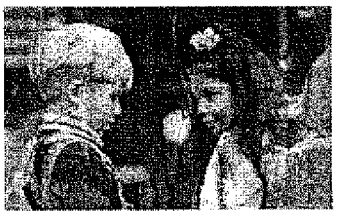
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SEARCH

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National Education Experts Selected for APS Test Review

ATLANTA – APS Superintendent Dr. Beverly L. Hall today announced that two top educational experts have agreed to examine "outlier" test scores identified in recent analyses of state standardized test scores.

The national experts are Dr. Andrew Porter, Dean of Education at the University of Pennsylvania's Graduate School of Education, and Dr. Douglas Reeves, founder of The Leadership and Learning Center in Englewood, Colorado. Porter will look at CRCT data in the "outlier" schools and provide a report that gives his perspective on what the data means. Dr. Reeves has developed a body of knowledge that identifies factors that promote or inhibit student learning. He will visit classrooms, talk with teachers and administrators and review data. He will determine what factors impact student achievement.

Dr. Hall said, "I am very pleased that two of the nation's top testing and education experts have agreed to review CRCT test scores in 12 of our schools. Because data alone does not tell the full story, we will have reports from both the statistical and classroom perspectives. We want to know if the large gains or declines in student testing are a result of factors not considered in recent news reports."

Dr. Porter is an applied statistician and psychometrician, whose research has focused on assessments and accountability, content alignment, and the effects of curriculum policies.
He is a former president of the American Educational Research Association and was elected a member of the National Academy of Education in 1994, where he has served as vice president since 2005. His organization has worked with school systems in all 50 states and every Canadian province, as well as in Europe, Africa, Asia, South America and the Middle East.

Dr. Reeves is the author of more than 20 books and numerous articles on leadership and student achievement. He has twice been named to the Harvard University Distinguished Authors Series. He was named the Brock International Laureate for his contributions to education. He also received the Distinguished Service Award from the National Association of Secondary School Principals and the Parents Choice Award for his writing on children and parents.

Their reports will be made public. The Atlanta Education Fund will pay for the review.

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130 Trinity Ave. Atlanta, GA 30303 Phone: (404) 802-3500

Questions or Feedback?

February 7, 2010

To: Dr. Beverly Hall, Superintendent
Atlanta Public Schools

From: Douglas Reeves, Ph.D.
The Leadership and Learning Center

Re: School Visitation Report

1. Executive Summary:

In November 2009, I was asked by the Superintendent of Atlanta Public Schools, Dr. Beverly Hall, to undertake a brief inquiry with regard to teaching and leadership practices at several Atlanta schools that had displayed significant improvements in student test scores from 2008 to 2009. During the period December 7-9, 2009, I visited these schools and since that time have reviewed other documents and field notes related to those visits. In addition, I reviewed evidence on the impact of teaching practices on student achievement. The teaching practices in place at the schools I visited, particularly with respect to high expectation, focused curriculum, formative assessment, and extra time allocated to literacy, are all consistent with the professional practices associated with improved student achievement in schools around the world. Indeed, based on the practices in these schools, it would have been surprising if test scores had not improved significantly. I neither sought nor received compensation for this work, nor does the organization for which I work, The Leadership and Learning Center, have any financial or contractual arrangement with Atlanta Public Schools.

2. Schools Visited:

December 7th: Toomer Elementary, Coan Middle School

December 8th: Venetian, Peyton, West Manor, Bethune, Perkerson, Dunbar, Capitol View, Benteen

December 9th: F.L. Stanton, Usher, Harper-Archer

February 7, 2010

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3. Teaching Practices and Improved Test Scores:

3.1 Research Summary: The research literature on the relationship between teaching practices and improved test scores is rich and varied. Individual studies can vary in quality and relevance and therefore some researchers engage in a "study of studies" – a meta-analysis – in order to bring together the findings of many researchers on the same topic. A more ambitious global approach is a meta-analysis of meta-analyses, and that is the approach recently undertaken by Professor John Hattie and published in the book *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement* (Routledge, 2009). The thousands of studies considered in this volume included an international representation of more than 80 million students. While individual studies and experts hold varied opinions about the various causes of student achievement, the preponderance of the evidence can, in my view, be fairly summarized as follows: While demographic factors, such as poverty, have a significant negative impact on student achievement, other factors within the control of schools – curriculum, assessment, and most particularly teaching – have a significant positive impact on achievement. The importance of Hattie's work is that it quantifies the impact of these factors, and that is particular importance in the context of Atlanta Public Schools, a high-poverty urban system.

3.2 Measuring Impacts on Achievement: The measurement used in meta-analysis is "effect size" – the percentage of a standard deviation in student results. A simplified explanation of the impact of effect size is that "a one standard deviation increase is typically associated with advancing children's achievement by two to three years, improving the rate or learning by 50%, or a correlation between some variable (e.g., amount of homework) and achievement of approximately r=.50 ["r" is the correlation, or statistical relationship, between two variables]. When implementing a new program, an effect size of 1.0 would mean that, on average, students receiving that treatment would exceed 84% of students not receiving that treatment" (p. 7-8). Therefore, when schools engage in particularly effective practices, such as formative evaluation, that have an average effect size of +.90, then the many studies synthesized by Hattie suggest that student achievement increases very significantly. That is not unusual, nor a reflection of cheating – it is what happens when classroom practices improved. Indeed, it was precisely this

practice – formative assessment – along with other demonstrably effective interventions – that I noticed in the schools that I visited.

3.3 Demographic Impact on Student Achievement: It is well-documented that poverty adversely influences student achievement. Hattie's study suggests that socioeconomic status influences 57% of a standard deviation of student achievement. Other factors, ranging from parental involvement to low birth weight, also have a significant impact on student performance. In APS, another impact of poverty is unusually high mobility rates for some schools. This is caused by rent incentives that lead low-income parents to move from one school to another – indeed, from one district to another – several times within a single school year. The impact on student achievement is devastating. Even when teachers and administrators are doing many things right, the effectiveness of their efforts cannot be reflected when students are in those buildings for only a few weeks before the state test is administered. Despite the pervasive negative impacts of low income on student achievement, there are a number of published studies describing schools with high percentages of low-income students that also have high percentages of students who achieve proficient or advanced scores on state tests. Readers who wish to explore examples of these can find more than decade of research from The Education Trust (www.EdTrust.org) and The Leadership and Learning Center (www.LeadandLearn.com). The existence of successful high-poverty schools does not indicate that socioeconomic status is unimportant; it only suggests that schools around the nation have been able to make effective use of specific interventions to improve the performance of students in high-poverty schools. Some state departments of education routinely identify and study these schools in order to identify the inventions that are most effective in their local contexts.

3.4 Limitations of Correlation Research: Just because two variables are correlated does not mean that a change in one variable caused the change in the other variable. Nevertheless, there are important reasons to examine correlations. First, correlation leads to important causal discoveries, such as the relationship between tobacco use and cancer. For years, cigarette companies dismissed the relationship as "only a correlation." Nevertheless, the use of correlation evidence to reduce smoking saved many lives. Second, there are many simultaneous influences on student performance, and parsing out any individual cause is nearly impossible.

The best we can do is to examine the relative impact of many variables. Third, the manner in which scientists in other fields establish causation – double-blind randomized experiments – could be unethical in an educational context. I doubt that readers of this document would want their own children randomly assigned to the "no treatment" group, or to a classroom that did not seek every day to optimize learning. Given these limitations, researchers do the next best thing, observing relationships between classroom practice and student achievement. That is what I have done for more than a decade and it is also what Hattie did in a much larger scale. There are clearly exceptions to the relationships suggested by a correlation. Some smokers never get cancer and live to a ripe old age; some runners die of heart attacks. Some instructional interventions do not work for all students and some and some adverse impacts on students – such as poverty and absent parents – do not have negative impacts on all students. Parents know that a parenting technique that worked for one child may not work for another. This uncertainty does not make us helpless, but should make us humble. We cannot claim that "formative assessment always works" any more than we can claim that "poverty is always deadly" for student achievement. We can only examine the preponderance of the evidence and draw our best conclusions.

4.0 Instructional Practices in Atlanta Public Schools:

4.1 Formative Assessment: A good deal of assessment in schools is designed to provide a report – perhaps to parents, to school officials, or to the public. This sort of "final" assessment is sometimes described as "summative." This sort of assessment serves an important evaluative purpose, but the results from summative assessments are almost never provided to students and teachers in a manner that is sufficiently timely to improve teaching and learning. It is, to use a crude analogy, like an autopsy. It provides interesting information, but does not help the patient. Formative assessment, by contrast, provides feedback to students and teachers throughout the year and, as the name suggests, is designed to "inform" teaching and learning. This is a critical point, because it distinguishes schools that give frequent tests and claim to be engaging in "formative assessment" from those schools that use the information that they gather from student tests to make improved teaching and leadership decisions. Readers may inquire, "Don't all Atlanta schools have formative assessments?" There are few schools anywhere that fail to make

such a claim. But not every school uses the information in a formative manner. In schools I visited, for example, there was not only evidence of formative assessment, but also evidence of student work and other data posted on the walls so that teachers and students could use information about student performance in a consistent and visible manner to improve teaching and learning. Moreover, there was evidence of a high degree of specificity of analysis. That is, teachers not only knew if students were passing or failing, but also knew the exact areas in which individual students needed assistance. While almost all schools take periodic benchmark tests or other assessments, not all of them use the data in the thoughtful, constructive, informed, and specific way that I observed in the schools that I visited. Finally, in the schools that I visited, teachers and administrators supplemented the APS assessments with their "homemade" additional assessments in order to provide immediate and specific feedback to students and teachers. By knowing what students know and do not know, teachers maximized the value of their instructional time. By frequently analyzing data on student achievement, teachers and administrators grew faster and more proficient at the entire process, giving themselves more time to focus on improved teaching and learning.

4.2 Leadership and Coaching: One hallmark of schools that demonstrate academic improvement is an intensive focus on improved instruction. The two primary sources of this improvement is instructional coaching – an expert teacher working directly with classroom teachers – and effective leadership and supervision. While the daily lives of principals and coaches can be overwhelmed with details and interruptions, in schools I visited, instructional coaches were working directly with students and teachers and not, as often happens elsewhere, diverted into administrative duties. Principals observed entire lessons – perhaps 30 to 60 minutes – and offered immediate feedback for improvements of teachers. This is a much greater level of administrative support for teachers than is typically the case when there are either superficial and brief observations, or official year-end evaluative observations.

4.3 Time Allocation: The most effective instructional intervention will never be implemented if teachers are not given the time necessary to make the interventions work. In some of the schools that I visited, principals and teachers had *doubled* the amount of time for student literacy every day. For students with the greatest needs, they also provided four days of

additional after school work. These two interventions alone provided almost 300 hours every school year of additional reading instruction. This exceptional level of additional instructional time is at least one reason that, within a single year, students with significant learning deficits could achieve proficiency on state assessments by the end of the year. It is particularly noteworthy that schools that over-emphasized literacy were also able to achieve gains in social studies. This demonstrates why it is unwise for schools to maintain a traditional schedule for literacy with the rationale that "we don't have time for reading because we have to cover the social studies curriculum." In fact, covering any curriculum is an exercise in futility if students cannot read their lessons. This is consistent with my research (*The Learning Leader*, ASCD, 2008) in which schools that devoted significantly greater amounts of time for literacy achieved greater gains in reading, math, science, and social studies than schools that maintained a traditional schedule.

4.4 Appropriate Test Preparation: Since the dawn of the standards movement and associated state tests, there have been frequent expressions of concern about "teaching to the test" and excessive amounts of time devoted to test preparation. In the schools I visited, I noticed two important trends with regard to the issue of test preparation. First, teachers and administrators did seek an explicit link between curriculum and assessment. They insured that students were instructed about the content required by the State of Georgia and also knew the format of the tests. Inappropriate test preparation is when students are prepared for *specific* questions; appropriate test preparation occurs when students are prepared for *any* question, having understood the content and format of the exam, rather than attempting to memorize specific answers to specific questions. The test preparation techniques I observed – process of elimination, re-checking work and changing wrong answers, underlining the question, and so on – are common for all exam preparation programs, from elementary school to graduate school. They are the sorts of techniques that are routinely given to students in wealthy suburban schools because it represents an essential lifelong skill. Second, school leaders and teachers appeared to be aware of the negative impact of test anxiety of students who had, in the past, failed to perform well on tests. By beginning early in the school year to think about the expectations associated with the end of year tests, teachers reported that students had an increased level of confidence, a decreased level of anxiety, and the right level of nervousness – that is, the sort of nervousness

that would lead them to check their work twice rather than give up on a challenging problem. I did not observe any behavior or attitudes that suggested inappropriate test preparation or the willingness to cross ethical lines to achieve improved student performance. That does not mean that cheating is impossible; it does mean that the practices in these schools are consistent with those in many high-performing schools around the nation that are able to improve student performance as a result of the work of teachers and school leaders.

4.5 Effort and Expectations: There is an extensive literature on the impact of teacher expectations on student work dating to the early 1960's. It is known as the "Pygmalion Effect," a term taken from the George Bernard Shaw play on which the Broadway musical, "My Fair Lady" was based. Essentially the evidence suggests that when teachers expect students to do well, it becomes a self-fulfilling prophecy. More recently, my own research in more than 2,000 schools with more than 1.5 million students confirmed that when teachers and administrators attribute the causes of student achievement to factors within their control (assessment, curriculum, time allocation, etc.), gains in achievement are three to five times higher than in schools where teachers and students attribute the causes of student achievement to factors they cannot control, such as student demographics (*Transforming Professional Learning Into Student Results*, ASCD, 2010). Moreover, Professor Carol Dweck, a Stanford Psychologist, has assembled impressive evidence to suggest that when students and adults believe that intelligence and success are the product of effort and hard work rather than innate intelligence, then their performance improves significantly (*Mindset: The New Psychology of Success*, Ballentine, 2007). This is relevant to the APS schools I visited because there was a consistent – even relentless – theme of high expectations and hard work for both students and adults. While the claim of high expectations is universally made in schools, it does not take long for a visitor to note the quality of student work, the intensity of the feedback, the focus of the teachers and students, and most of all, the willingness of students and staff to respond positively to mistakes.

5.0 Sustainability and Variability: While the importance of effective teaching and leadership practices is clear from the evidence cited in this report, that research does not necessarily translate into sustainability for student results unless an educational system can provide stability in student population, teaching staffs, and leadership. Just as student mobility

creates disruption and inconsistency in test results, so also does variability in teaching and leadership lead to uncertainty, inconsistent practice, and even cynicism among adults in the system. While the evidence is clear that teaching and leadership have an exceptional impact on student learning, it does not follow that public policies are based upon this evidence and lead to stability in teaching and leadership. On the contrary, schools with the highest needs often have the greatest levels of turnover among teachers and leaders. Therefore, the results of this report and, more importantly, of decades of research before it, are of little value without a systemic commitment to consistent and deep implementation of the best instructional practices. In research recently conducted at The Leadership and Learning Center and to be published later this year in *Assessing 21st Century Skills*, Solution Tree, 2010), we learned in studies of more than 100 urban schools that the same interventions, from professional learning communities to instructional coaching to formative assessments, had vastly different levels of impact on student results depending on the degree of implementation at the classroom and school level. In essence, it is not the label of the intervention that is most important, but the degree of implementation of the intervention. That is why monitoring of teaching and leadership are essential to improving sustainability and reducing variability.

6.0 Recommendations:

6.1 Systematically Identify Factors Associated With Improvement: APS would benefit from a public display of data – sometimes called the "Science Fair for Adults," (see *Reframing Teacher Leadership*, ASCD, 2008) – in which schools display on a three-panel board their student achievement data, specific teaching strategies associated with that data, and their own inferences and conclusions regarding the relationship between teaching strategies and student results. While the case of an individual school may appear to be only anecdotal evidence, the participation of the entire district in such an exercise would help system-level leaders identify trends in effective teaching and leadership practices.

6.2 Articulate Fair and Appropriate Test Preparation Policies: Test preparation remains a difficult topic for many teachers and administrators, particularly in an environment in which test preparation can be equated with cheating. APS should develop a clear and specific policy, based

upon the best practices in schools (including at least some of those that I observed), that not only permits but encourages teachers to link classroom instruction to ultimate assessment. The policy should distinguish between inappropriate test prep (memorizing specific responses to specific questions) and appropriate test prep – understanding subject matter content, assessment format, and test-taking strategies.

6.3 Clarify the Formative Assessment Implementation for Schools: Formative assessment is one of the single most effective interventions available in schools. But merely administering periodic assessments is an expensive diversion of time and resources if it is not used to inform teaching and learning. APS can identify its own best practices in this are to distinguish effective formative assessment from simply the administration of periodic tests.

7.0 Conclusion: This inquiry began because of a public suggestion that significant improvements in test scores in schools from one year to another were unlikely – so unlikely, in fact, that cheating must have occurred. In one middle school that I visited, vigorous efforts were under way to reverse an unacceptable state of discipline, achievement, and morale. The administration was making significant improvements and it is not unreasonable to expect that in the years ahead, the percentage of students who score at the proficient or higher level will double or triple. In the same school, a football team that had won only a couple of games in the previous year recently celebrated an undefeated season – a complete, if highly unlikely, turnaround. Not as unlikely as the New Orleans Saints winning the Super Bowl in 2010, but very unlikely nevertheless. The coaches commented that the students this year were not more talented this year; they just worked harder. School leaders suggested that "good coaching" had a lot to do with their success. So it is with dramatic improvements in the fortunes of athletic teams. While there are rare instances of cheating which are punished and ridiculed, the vast majority of athletic success is attributed to hard work and great coaching. Based on my observations in Atlanta Public Schools, the specific actions of teachers and administrators in the schools I visited represent the equivalent of hard work and great coaching. But my opinion matters much less than the inferences drawn by citizens and policymakers. When they consider the improved academic performance of a school in the spring of 2010, I encourage them to ask, "What conclusion would we be drawing if our football team had a similar success?"

From:	Bill McCargo <bill@atlef.org>
To:	blhall@atlanta.k12.ga.us <blhall@atlanta.k12.ga.us>
CC:	Bill McCargo <bill@atlef.org>
Sent:	2/22/2010 4:50:01 PM
Subject:	FW: Atlanta student achievement data paper
Attachments:	ATLANTA.DRAFT.2.18.10.doc

Dr. Hall,

I am forwarding this draft report on behalf of Bill. This is a confidential preliminary draft which is not ready for release.

Also, Bill wanted you to know that LaChandra has requested to attend the 11:30am meeting tomorrow.
We agree that it would be beneficial for her to attend, however we wanted to check with you before confirming.

Melissa

From: ANDREW PORTER [andyp@gse.upenn.edu]
Sent: Thursday, February 18, 2010 12:00 PM
To: Bill McCargo
Subject: Atlanta student achievement data paper

Bill,
Attached is the draft of the paper reanalyzing the 2008 and 2009 student achievement data. I hope you find it useful. Let me know what you think.

Also, pass it on to John Rice and others as you deem appropriate, hopefully including Superintendent Hall.

I checked with our consultant and my good friend and fellow psychometrician Bob Linn, who is professor emeritus at the University of Colorado in Boulder. He says the company that investigates cheating is called Caveon and it's co-owners are Jim Imparra and John Fremer. Bob also agrees that Brian Jacob, who I believe is still at the Kennedy School of Government, Harvard University, and/or Steven Levitt, who is at the University of Chicago and the American Bar Foundation would be good possibilities as well. Jacob and Levitt have a piece "Rotten apples: An investigation of the prevalence and predictors of teacher cheating," published in the August 2003 issue of the Quarterly Journal of Economics.

Andy

DRAFT
February 18, 2010

Identifying Atlanta Elementary Schools that Had Unusually Large Gains in Student Achievement Test Scores from the Year 2007/8 to the Year 2008/9

Andrew C. Porter
Jennifer McMaken

University of Pennsylvania

In high stakes student achievement testing, the validity of results is especially important. Validity can be compromised in any one of a number of ways, one of which is through cheating. In December of 2009, the Atlantic Journal – Constitution raised the possibility of cheating in Georgia schools by noting "improbably steep gains at some schools on tests taken first in spring and then in summer" (June 11, 2009). Apparently, that prompted the governor's Office of Student Achievement for the state of Georgia to conduct erasure analyses that identified four schools in the state where a large number of student wrong answers had been erased and filled in with the correct answers "causing passing rates on the state's criterion-referenced competency tests to spike" (June 11, 2009). In an October 18, 2009 issue of the Atlantic Journal – Constitution, reporter Heather Vogell, working with data analyst John Perry, reported on the results from regression analyses using spring 2007/8 results to predict spring 2008/9 results for grades 3, 4, and 5 for each of the tests in English Language Arts, Reading, and Mathematics for the elementary schools in Georgia. Statewide, 19 schools were identified with "extraordinary gains or drops in scores between spring last year and this year. A dozen were in Atlanta" (October 19, 2009). Vogell wondered whether cheating might have occurred in these schools, which did substantially better or worse than was predicted from the schools' student achievement levels the spring before.

Overview of Analysis Plan

The Atlanta Education Fund contacted the authors of this report to ask if we would do analyses to determine the "accuracy, the validity of the AJC's findings and identify alternative explanations for what is found." Our analyses were to be focused on just the 2007/8 and 2008/9 years in just the grades 3, 4, and 5, as analyzed by the newspaper.

We asked about analyses that extended beyond grades 3, 4, and 5, the focus of the newspaper analyses, to include grades 3 through 8 on which there is annual testing. We were advised to stay focused on grades 3, 4, and 5. We asked the state for teacher-level data so we could look at not only variance between schools, but also variance among teachers within schools, but the state could not supply. We also asked for item-level responses so we could do some erasure analyses, but again the state could not supply. We asked for grade 2 student level scores but did not receive them, so the 3rd grade analyses could not be done. At first, we thought that students were not tested in 2nd grade as they typically are not in other states. That must not be the case, however, as the newspaper analyses used 2nd grade.

GOSA_APS_AEF_EL_009115

On December 3, 2009, we agreed to undertake the requested analyses. We immediately requested the necessary data from Melissa Fincher of the Georgia Department of Education. Data were obtained in a file suitable for analysis on January 28, 2009.

Replication of Newspaper Results

Our first analyses sought to replicate the results of the newspaper analyses. The newspaper regressed 2008/9 school-level achievement means on 2007/8 school level achievement means for each of the three grades and each of the three tests: English Language Arts, Reading, and Mathematics. The newspaper calculated residuals for each school in the state with grades 3, 4, and 5 where a residual is defined as the school's actual mean level performance in comparison to its predicted mean level performance for spring 2009 based on achievement in 2008 for the grade prior. Schools with residuals larger than 4 standard errors of estimate were identified as outliers. Using the State Department of Education provided analysis file, which contained student level scores for the two years and three subjects in question, we were able to replicate the newspaper results.

Two Additional Analyses to Test Validity of Newspaper Results

The newspaper results were based on all students in each of the two years. Thus, the results did not control for possible changes in student body composition. To control for possible changes, we completed two analyses. First, we did analyses on longitudinal data. The longitudinal analyses were only possible for grades four and five because we were not provided grade 2 test scores. The analyses are based on only the students in a grade at 2009 that were in the same school in 2008 and had test scores for 2008, for example, the 5th graders in 2009 were 4th graders at the same school in 2008. As yet a third analysis, we regressed 2009 on 2008 data at the school level, just as did the newspaper, but we added as control variables 12 difference variables contrasting the composition of the group of students in 2009 to the composition in 2008. These variables were differences in: enrollment, female, white, black, Hispanic, Asian, American Indian, multiracial, economically disadvantaged, disability, LEP, migrant. We call these regression analyses "student demographic." Student demographic regression analyses allowed us to investigate outliers at the 3rd grade level, which the longitudinal analyses did not, as well as at the 4th and 5th grade levels.

As stated previously, there was some confusion about the availability or not of grade 2 test scores. In one analysis file, we had the data provided by the state that we requested, which did not have grade 2. In another analysis file, we had the data given to us by the newspaper, which is what they analyzed, which in retrospect we saw had grade 2. We had earlier thought that the newspaper analyses had regressed grade 3 in 2009 on grade 3 in 2008. Instead, they had regressed to grade 3 in 2009 on grade 2, 2008. So, in all of our results, the newspaper results are based on grade 2 as a control. We could not replicate those grade 3 results with either of our longitudinal nor student demographic analyses because we didn't have grade 2 in the state provided analysis file. We believe we could get grade 2 data and do those analyses if that is desired. In what follows in results, we do report on a student demographic analysis for grade 3, but it uses grade 3 in 2008 to predict grade 3 in 2009, controlling for shifts in demographics. For grades 4 and

5, the student demographic analyses use the prior grade in 2008 to predict the subsequent grade in 2009.

Results of all Three Analyses

Table 1 summarizes the results of the three regression analyses: newspaper, longitudinal, and student demographic. The rows in the table indicate Atlanta schools with grades 3, 4, and 5 that were identified as an outlier by one or more of the three analyses. An x indicates that the school residual was four standard errors of estimate or more above (or below) the school's predicted level of achievement based on 2008 data (a very high standard for statistical significance but reasonable given the number of statistical analyses done). The columns of the table divide the analyses by grade level and within each grade level by test and within each test, by the three analyses. The first set of schools in the table are for those with positive residuals and the last set of schools are for the three schools with negative residuals.

As can be seen in Table 1, there were 22 instances of unusually large positive or negative residuals identified by the newspaper analysis, seven at 3rd grade, three at 4th grade, and eleven at 5th grade. Of those 22, eight were fully replicated, meaning that both the longitudinal analysis and the student demographic analysis also indicated that the residual was unusually large and positive. Two were partially replicated. Thus, of the 4th and 5th grade newspaper identified large residuals, they often were replicated in part or in whole. The 4th and 5th grade analyses are better than the 3rd grade analyses because they use as a control achievement in 2008 in the prior grade.

The eight fully replicated newspaper results are across seven different schools. In short, no one school was identified as having unusually large positive residuals across all grade levels and tested subjects. To the contrary, the unusually large positive residuals that were fully replicated were unique to a specific grade level and tested subject at a specific school Blalock was the sole exception with two replications. One of the two partially replicated results was in yet a ninth school. Large residuals were not systemic.

Table 2 reports the multiple correlation squared for each regression equation and identifies the significant predictors in the regression equation. All of the R^2s are substantial as one might expect when prior achievement is used to predict subsequent achievement. There is no real pattern to these R^2s, other than that in most cases, roughly half of the variance is accounted for by the predictors. Perhaps surprising, the longitudinal analyses did not yield the highest R^2s, yet the longitudinal analyses used the same students in 2008 to predict their performance in 2009. In all cases, the 2008 achievement level was a significant predictor of the achievement level in 2009. In the student demographic analyses, there were as many as five significant predictors in addition to prior achievement. Student disability and economically disadvantaged were the two most common significant predictor, with gender and enrollment next. The general conclusions from these results are first, the information was a good predictor of performance in 2009 and second, the student demographic analysis, using changes in student body composition as predictors, worked in the sense that several of these variables were significant predictors and so, helped to control for shifts in demographics.

As has been described, the longitudinal analysis was based on only the students that were tested in the same school, both in 2009 and 2008. Table 3 gives the percentages of students tested in 2009 that were tested in the same school in 2008 for each of the schools identified as having an unusually large residual. As seen in Table 3, statewide retention rate school-wide was 76.59% and the Atlanta retention rate was 67.50. From grade 3 to grade 4, the analogous percentages are 74.78 and 66.28 and for grade 4 to grade 5, the percentages are 78.42 statewide and 68.78 for Atlanta. Clearly, year to year stability for students attending the same school is greater in the state than it is in Atlanta. Table 3 gives the results for each individual school and the columns for grade 3 to grade 4 and grade 4 to grade 5 are most relevant to interpreting the longitudinal analyses. In both cases, Blalock had the lowest student stability rate, only 39.34% for grade 3 to grade 4 and 45.10% for grade 4 to grade 5. One might imagine with the relatively low stability for Blalock, newspaper results might be less likely to be replicated, but that is not fully borne out in the results. Blalock was identified by the newspaper as having an unusually large positive residual for grade 3 English Language Arts and Mathematics, grade 4 English Language Arts, grade 5 English Language Arts and Mathematics. Of those five large positive residuals for the newspaper analysis, two were fully replicated, and two were in 3rd grade. No other patterns emerge from Table 3.

Size of Residuals

When interpreting the results in Table 1, a good question to ask is how large were these unusually large residuals? In short, while they were unusually large, in terms of being more than four standard errors from what was predicted, were they also large in terms of the scale score metric? In Georgia, scale scores are not vertically equated, making it impossible to compare a score in one grade level to a score in another grade level. Scale scores are, however, equated from one year to the next so that comparisons over time within grade and subject are possible. They are structured to range from 650 to 900 or above. For grades 3, 4, and 5, 650 is the lowest possible score for each of the three tests. The highest possible score is 920 for Reading, 930 for English Language Arts, and 990 for Mathematics, indicating a greater possible range of scores for Mathematics than for English Language Arts and for English Language Arts than for Reading. For the data in the state-provided analysis file, standard deviations for English Language Arts and Reading were about 11.5, regardless of grade level, with the exception of grade 5 Reading where the standard deviation was 10.1. The mathematics standard deviations were larger, ranging from 18.6 for grade 3 to 19.7 for grade 4 and grade 5.

In Table 4, each of the residuals identified by one or another of the three regression analyses that exceeded four standard errors are reported in bold. The largest residuals are for 5th grade Mathematics. West Manor residuals, for which the newspaper finding was fully replicated, are 74.72 for the newspaper analysis, 75.42 for the longitudinal analysis, and 68.72 for the student demographic analysis. These results are 3-4 standard deviations in size, which would be seen as large by any standard. For example, in education research, when the size of the effect of an intervention is being described, it is often described in terms of numbers of standard deviations. An intervention that has an effect size of .5 standard deviations is seen to be a strong intervention.

For the replicated results, Table 4 indicates which analysis found the largest residual. The pattern was for the longitudinal analysis to yield the largest residual. For example, in Perkerson and Usher Elementary Schools 5th grade Reading, the longitudinal analyses got by far the largest positive residual in comparison to the other two analyses. We believe that the best control for shifts in student body composition from '08-'09 is represented in the longitudinal analyses, yet often these were also the largest residuals.

Table 5 reports the average residuals for Atlanta public schools by grade, tested subject, and each of the three analyses. First, statewide, the residuals have to average to zero; that is a statistical fact. Each regression predicts values and the average predicted values equal the average actual values. For some schools, the prediction is lower than the achievement level obtained; for others, it's higher. In Table 5, it is clear that the average residuals for the Atlanta public schools do not differ much from zero. In short, across all schools in Atlanta, they are no more likely on average to have a large positive (or a large negative) residual than schools elsewhere in the state. Second, while there are differences across the three analyses, none are striking. All are less than five scale score points. Nevertheless the standard deviations of residuals are systematically larger for Atlanta schools than for the state, with a tendency for the greatest variance in Atlanta to be for the student demographic residuals.

In Table 4, we can also investigate the possibility that the unusually large positive or negative residuals identified, each of which exceeded the four standard errors of estimate criterion for size, might hide nearly as large positive or negative residuals that just missed the four standard errors criterion. Not surprisingly, there are additional large positive and negative residuals, but not as many as might be expected. For 5th grade Mathematics, Perkerson has systematically large positive residuals that didn't meet the four standard errors criterion. The residuals for Usher in 5th grade Mathematics are large and positive across all three analyses despite not being flagged in the newspaper analyses. In English Language Arts at the 5th grade level, all three regression analyses showed fairly large positive residuals for Benteen Elementary School, but only two of them matched the four standard errors or more criterion.

In 4th grade for Reading, the negative residual for Toomer comes close to being fully replicated as there was a large negative residual for the longitudinal analysis as well that again didn't meet the four standard errors criterion. For English Language Arts, the Blalock and Peyton Forest newspaper identified schools could be considered fully replicated, as both the longitudinal and student demographic analyses estimated large positive residuals as well. For 3rd grade English Language Arts, the Blalock large positive residual identified by the newspaper could be considered replicated by the student demographic analysis even though the residual didn't quite meet the four standard errors criterion.

We looked at the report "2009 CRCT Analysis by School Report" on the Governor's Office of Student Achievement website. In that report, they list the "percent of classes flagged in the erasure analysis." Eight of the 12 schools flagged by the newspaper

analysis have 2/3 or more of their classes flagged in the erasure analysis. The erasure analysis was done on the spring 2009 data just the same as the residual regression analyses.

Summary

Over the course of the last several months, several analyses have been conducted of student achievement in Georgia public schools with an eye toward identifying possible instances of cheating. One set of those analyses focused on changes between results in 2007/8 and 2008/9 for grades 3, 4, and 5 on each of the tested subjects, English Language Arts, Reading, and Mathematics. The analyses reported by Heather Vogell in the Atlantic Journal – Constitution used a prior grade in 2008 to predict the following grades in 2009 for all of the students in the school in those two years and those grade levels for each of the schools in the state. The newspaper analysis identified 12 schools in Atlanta for which there were unusually large residuals.

The analyses reported here replicated those newspaper results. The analyses went on to explore the validity of those newspaper results by conducting analyses based just on students who stayed in the same school for testing in 2008 and then again testing in 2009 at the next grade level. These are called the longitudinal results. We also added shifts in student demographics as control variables to the newspaper analyses and these were called the student demographic analyses. Both the longitudinal analysis and the student demographic analysis were meant to provide controls not provided in the newspaper analyses for shifts from one year to the next in student demographics that might have accounted for the unusually large positive and occasionally negative residuals the newspaper identified and that might be an indicator of possible cheating. Newspaper findings not replicated would be suspect, having not had adequate controls.

First, the size of the positive and occasional negative residuals were often large, as many as 3 or 4 standard deviations in size. Second, many of the newspaper results were replicated with both the longitudinal and student demographic analyses. Not all newspaper results were replicated and as might be expected, the additional analyses identified additional subjects and grade levels in the already identified schools that might also be outliers having unusually large or occasionally unusually large negative residuals. No additional Atlanta schools were identified by these two additional analyses.

We weren't given the more recent erasure analyses published by the governor's office of student achievement at the grade and tested subject level, only at the school level. Eight of the 12 newspaper flagged schools had 2/3 or more of their classes flagged in the erasure analysis.

In summary, controlling for shifts in student demographics from 2008 to 2009 through the longitudinal analyses and the student demographic analyses did not in large part negate the newspaper findings. Schools with unusually large residuals indicating that the school did much better or much worse than would have been expected based on prior achievement found in one analysis tended to be replicated in the other analyses, as well as in the erasure analyses.

These results do not prove that cheating occurred, but they do point to student achievement gains and losses that are highly unusual and for which cheating could be one explanation. Nevertheless, unusually large residuals were not systemic across grade levels and tested subjects in a school, suggesting that the unusually large residuals are localized to specific grades and subjects. Further, the average residuals for Atlanta schools were comparable to the average residuals for schools statewide. To the extent that there were unusually large positive residuals, these were offset by unusually large negative residuals in Atlanta schools. The standard deviations of residuals were, however, larger for Atlanta schools than for schools statewide. In short, there were more large positive and negative residuals for Atlanta schools than was typical for schools in the rest of the state. Finally, it is also true that if a school cheated in 2008 to get better student achievement performance and then cheated again in 2009 in the same way, neither the newspaper analysis, nor our longitudinal and student demographic analyses would flag this school as an outlier with an unusually large residual.

GOSA_APS_AEF_EL_009121

Table 1: Regression Analyses

School Name	ID	Grade 3									Grade 4									Grade 5								
		ELA			Reading			Math			ELA			Reading			Math			ELA			Reading			Math		
		A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C
Perkerson Elementary	296		n/a			n/a	x		n/a														x	x	x			
Usher Elementary	604		n/a			n/a			n/a														x	x	x		x	
Venetian West Manor Elementary	256 8 256	x	n/a n/a n/a		x	n/a n/a			n/a n/a																			
Peyton Forest Elementary	9 306 5		n/a n/a n/a			n/a n/a	x		n/a n/a	x	x						x	x	x				x			x	x	x
Blalock Elementary	405 2 505	x	n/a n/a			n/a		x	n/a		x									x	x	x				x	x	x
Benteen Elementary	1		n/a		x	n/a			n/a											x	x			x				
Capitol View Elementary	505 4 555		n/a n/a n/a		x	n/a			n/a																			
Dunbar Elementary	8		n/a			n/a			n/a														x	x	x			
F. L. Stanton Elementary	556 6 105		n/a n/a		x	n/a			n/a																			
Bethune*	2 556		n/a n/a			n/a			n/a														x					
Toomer Elementary*	7		n/a			n/a	x		n/a					x		x				x	x	x	x					

NOTE: * indicates the residuals were negative (school performed significantly worse than predicted)

Note: Column A = Newspaper;Column B = Longitudinal; Column C = Student Dems

GOSA_APS_AEF_EL_009122

Table 2: Significant Predictors									
Grade	Subject	Analysis	R2	Significant Predictors					
Grade 3	ELA	newspaper	0.72	ela 08					
		longitudinal	n/a						
		school dem	0.57	ela 08	econ. disadvantaged	disability			
	Read	newspaper	0.76	read 08					
		longitudinal	n/a						
		school dem	0.78	read 08	female	american indian	econ. disadvantaged	disability	
	Math	newspaper	0.71	math 08					
		longitudinal	n/a						
		school dem	0.67	math 08	enrollment	econ.disadvantaged	disability		
Grade 4	ELA	newspaper	0.72	ela 08					
		longitudinal	0.56	ela 08					
		school dem	0.56	ela 08	female	multiracial	econ. disadvantaged	disability	LEP
	read	newspaper	0.78	read 08					
		longitudinal	0.50	read 08					
		school dem	0.64	read 08	female	hispanic	multiracial		
	math	newspaper	0.69	math 08					
		longitudinal	0.64	math 08					
		school dem	0.64	math 08	multiracial				
Grade 5	ELA	newspaper	0.73	ela 08					
		longitudinal	0.58	ela 08					
		school dem	0.72	ela 08	enrollment	econ. disadvantaged	disability		
	read	newspaper	0.77	read 08					
		longitudinal	0.59	read 08					
		school dem	0.73	read 08	econ.disadvantaged	disability			
	math	newspaper	0.62	math 08					
		longitudinal	0.66	math 08					
		school dem	0.64	math 08	enrollment	econ. disadvantaged	disability		

Table 3: Percent of students tested in 2009 that were tested in the same school in 2008				
School Name	ID	school-wide % 08 to 09 overlap	Gr3 08 to Gr4 09 % overlap	Gr4 08 to Gr5 09 % overlap
STATE RETENTION RATE		76.59	74.78	78.42
APS AVERAGE RETENTION RATE		67.50	66.28	68.78
INDIVIDUAL SCHOOL RETENTION				
Perkerson Elementary School	296	60.34	64.44	57.75
Usher Elementary School	604	72.31	66.13	77.94
Venetian	2568	61.76	61.62	61.70
West Manor Elementary School	2569	75.53	73.68	78.38
Peyton Forest Elementary School	3065	65.57	63.64	67.86
Blalock Elementary School	4052	41.96	39.34	45.10
Benteen Elementary School	5051	63.37	69.49	54.76
Capitol View Elementary School	5054	71.79	67.86	74.00
Dunbar Elementary School	5558	51.56	51.35	51.85
F. L. Stanton Elementary School	5566	67.86	66.13	70.00
Bethune*	1052	70.42	70.42	70.42
Toomer Elementary School*	5567	56.60	51.85	61.54

Table 4

School Name	ID	Grade 3 ELA A	Grade 3 ELA B	Grade 3 ELA C	Grade 3 Read A	Grade 3 Read B	Grade 3 Read C	Grade 3 Math A	Grade 3 Math B	Grade 3 Math C	Grade 4 ELA A	Grade 4 ELA B	Grade 4 ELA C	Grade 4 Read A	Grade 4 Read B	Grade 4 Read C	Grade 4 Math A	Grade 4 Math B	Grade 4 Math C	Grade 5 ELA A	Grade 5 ELA B	Grade 5 ELA C	Grade 5 Read A	Grade 5 Read B	Grade 5 Read C	Grade 5 Math A	Grade 5 Math B	Grade 5 Math C
STATE AVERAGE RAW RESIDUALS		0.0		0.0	0.0		0.0	0.0		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
APS AVERAGE RESIDUALS		-1.6		-4.6	2.9		0.1	-1.4		-3.3	0.2	1.7	-4.4	-0.4	0.3	0.3	-0.5	-0.8	-3.3	1.1	2.9	0.8	0.8	1.0	0.3	1.0	1.4	-0.5
INDIVIDUAL SCHOOL RESIDUALS																												
Perkerson	296	10.8	~	11.7	19.7	~	**25.0**	13.5	~	19.3	10.8	-4.6	17.0	13.1	21.1	21.4	13.3	-9.5	-9.7	0.9	13.3	1.5	**26.5**	**34.2**	**24.0**	23.3	20.6	18.2
Usher	604	22.8	~	16.1	4.0	~	9.7	12.7	~	12.1	2.0	4.9	3.7	6.5	9.5	6.5	12.8	13.2	13.2	13.3	22.4	13.8	**22.0**	**36.5**	**22.5**	29.7	**45.2**	27.1
Venetian	2568	**29.9**	~	7.6	27.1	~	17.5	16.4	~	-6.1	-7.7	2.7	-4.6	9.2	24.5	10.0	13.5	0.6	10.9	15.8	11.6	13.5	17.5	15.1	14.6	3.8	2.5	0.0
West Manor	2569	13.5	~	8.6	19.7	~	**37.1**	18.3	~	**48.4**	5.4	1.2	-1.5	7.7	3.1	11.2	4.4	-0.3	2.8	16.3	18.6	16.6	10.3	8.8	9.1	**74.7**	**75.4**	**68.7**
Peyton Forest	3065	2.8	~	18.0	-5.6	~	1.6	15.5	~	8.8	**29.0**	30.2	28.7	16.1	27.9	16.3	**59.3**	**64.0**	**60.2**	19.3	22.0	18.5	**19.6**	18.7	17.4	12.6	14.8	8.9
Blalock	4052	**35.8**	~	27.5	22.4	~	**11.9**	**40.0**	~	21.3	**24.5**	19.2	24.3	12.8	12.1	10.2	9.1	6.9	8.5	**40.5**	**40.5**	**40.3**	10.1	3.6	8.3	**72.0**	**67.1**	**65.0**
Benteen	5051	-4.1	~	-1.2	**31.2**	~	4.5	35.5	~	31.3	14.8	19.2	15.2	11.9	-0.5	10.2	5.7	9.3	7.9	**25.1**	**50.1**	23.9	11.2	**26.3**	9.2	7.3	15.3	4.2
Capitol View	5054	23.4	~	-7.5	**33.0**	~	-3.5	25.3	~	6.1	15.7	-0.6	16.3	17.6	-7.9	20.3	2.2	10.0	-1.3	-0.5	2.7	-1.3	9.5	11.8	8.6	-0.3	-5.5	-3.6
Dunbar	5558	-8.1	~	1.3	0.2	~	-0.9	1.4	~	11.8	22.3	20.1	17.2	-1.4	10.9	0.4	37.5	39.1	38.7	-3.6	21.6	0.0	**21.7**	**27.8**	**23.4**	9.5	14.8	12.1
F. L. Stanton	5566	4.7	~	5.2	**24.4**	~	13.0	11.5	~	9.3	-1.3	0.0	3.3	-0.4	-0.3	-3.3	-8.2	12.0	-7.7	20.1	19.1	20.6	13.6	10.7	12.7	19.1	15.4	16.6
Bethune*	1052	-1.1	~	-6.4	-0.3	~	-2.0	-3.6	~	13.7	13.9	11.6	7.1	6.6	1.2	8.3	9.1	6.4	7.8	16.0	16.4	17.1	**21.8**	18.4	19.3	34.0	29.4	31.2
Toomer*	5567	-4.2	~	-9.4	-4.1	~	**24.7**	29.5	~	28.1	16.4	-4.6	-6.0	**33.9**	29.3	**34.9**	13.2	23.1	21.1	**54.5**	**46.0**	**49.5**	**25.8**	22.5	19.7	-6.2	-4.5	-4.9

NOTE: * indicates the residuals were negative (school performed significantly worse than predicted)

Note: ~ indicates entries of n/a

Bolded cells are subject/grades that were identified as outliers

Table 5: Average Residuals and Standard Deviations for the Atlanta Schools								
			Standardized Residuals			Unstandardized Residuals		
			Average APS Residual	APS Residual SD	State Residual SD	Average APS Residual	APS Residual SD	State Residual SD
		newspaper	-0.26	1.737	1.003	-1.61	10.841	6.193
		longitudinal	n/a			n/a		
	ELA	school dem	-0.54	1.177	0.995	-4.60	10.060	8.501
		newspaper	0.51	1.818	1.003	2.90	10.474	5.714
		longitudinal	n/a			n/a		
	Read	school dem	0.02	1.820	0.995	0.10	9.406	5.142
		newspaper	-0.14	1.492	1.004	-1.35	15.051	10.011
		longitudinal	n/a			n/a		
Grade 3	Math	school dem	-0.29	1.326	0.995	-3.26	14.921	11.200
		newspaper	0.04	1.720	1.003	0.20	10.480	6.060
		longitudinal	0.20	1.320	1.000	1.69	11.091	8.399
	ELA	school dem	-0.45	2.783	0.995	-4.44	27.562	9.851
		newspaper	-0.08	1.804	1.002	-0.40	9.794	5.388
		longitudinal	0.03	1.183	1.000	0.27	12.039	10.169
	read	school dem	0.03	1.274	0.995	0.29	11.120	8.680
		newspaper	-0.06	1.465	1.004	-0.51	14.308	9.741
		longitudinal	-0.07	1.388	1.000	-0.76	15.419	11.107
Grade 4	math	school dem	-0.26	2.243	0.995	-3.26	28.469	12.627
		newspaper	0.19	2.168	1.008	1.10	12.745	5.862
		longitudinal	0.35	1.719	1.000	2.88	14.003	8.143
	ELA	school dem	0.13	1.950	0.995	0.79	12.148	6.199
		newspaper	0.16	2.146	1.005	0.80	10.362	4.816
		longitudinal	0.16	1.838	1.000	1.01	11.504	6.257
	read	school dem	0.05	1.938	0.995	0.27	9.714	4.966
		newspaper	0.09	1.608	1.006	1.04	19.636	12.171
		longitudinal	0.13	1.706	1.000	1.40	19.001	11.132
Grade 5	math	school dem	-0.04	1.601	0.995	-0.47	17.791	4.986

Table 6: Residuals for the 12 Newspaper Identified Schools

School Name	ID	Grade 3 ELA A	Grade 3 ELA B	Grade 3 ELA C	Grade 3 Read A	Grade 3 Read B	Grade 3 Read C	Grade 3 Math A	Grade 3 Math B	Grade 3 Math C	Grade 4 ELA A	Grade 4 ELA B	Grade 4 ELA C	Grade 4 Read A	Grade 4 Read B	Grade 4 Read C	Grade 4 Math A	Grade 4 Math B	Grade 4 Math C	Grade 5 ELA A	Grade 5 ELA B	Grade 5 ELA C	Grade 5 Read A	Grade 5 Read B	Grade 5 Read C	Grade 5 Math A	Grade 5 Math B	Grade 5 Math C
STATE AVERAGE GAIN (scale score points)		5.02	2.14		-0.87	-1.30		3.61	7.71		0.68	2.46	0.48	-2.93	-3.53	-0.29	0.80	0.48	5.53	6.13	6.12	2.44	-4.43	-1.15	-0.23	14.67	18.88	8.20
APS AVERAGE GAIN		9.16	-1.96		-2.48	-0.39		1.38	6.85		0.52	2.15	-5.62	-3.25	-3.77	-1.29	1.30	0.02	-0.32	6.85	9.03	4.96	-3.80	-0.87	-1.42	15.72	20.35	10.95
INDIVIDUAL SCHOOL GAINS																												
Perkerson	296	16.34 ~	16.22		14.32 ~	25.34		15.40 ~	30.26		-9.44	-9.59	-7.47	11.79	19.78	15.62	-8.35	-4.83	-3.00	8.47	28.41	8.86	24.75	43.27	27.47	38.33	40.07	32.22
Usher	604	-20.82 ~	-16.52		-3.21 ~	9.30		-10.01 ~	-3.16		1.29	1.44	-16.37	2.84	9.10	-14.25	14.92	16.00	-10.38	14.21	16.48	16.36	11.63	15.96	35.69	43.74	62.49	55.25
Venetian	2568	36.56 ~	9.22		22.42 ~	13.83		17.14 ~	-5.14		-9.46	-5.18	12.13	5.98	10.53	15.45	-17.58	-3.29	3.80	21.74	16.48	23.36	13.66	14.90	2.14	18.43	21.31	-5.88
West Manor	2569	-13.34 ~	6.88		10.59 ~	35.96		30.38 ~	54.71		5.14	-2.43	7.37	4.04	-3.56	4.44	2.36	-5.19	26.59	21.42	24.41	17.74	4.19	0.86	10.14	89.57	94.97	64.48
Peyton Forest	3065	5.24 ~	20.03		-12.60 ~	-0.19		-9.14 ~	17.78		29.65	32.57	8.74	12.48	23.44	12.73	63.94	66.53	40.34	21.76	20.51	22.17	13.19	10.73	8.26	28.62	32.00	20.21
Bielock	4052	40.71 ~	30.20		17.41 ~	10.88		40.14 ~	30.26		24.94	20.17	29.73	8.87	7.17	19.16	9.09	8.13	27.46	47.61	46.46	34.15	5.88	-0.74	-8.49	86.86	86.74	48.84
Benteen	6051	0.72 ~	3.76		26.44 ~	0.83		35.91 ~	46.24		16.09	23.54	16.10	-10.85	-9.41	9.48	11.09	15.51	5.60	32.42	69.06	36.12	6.80	49.71	23.62	22.15	94.58	29.10
Capital View	5054	28.63 ~	-15.48		28.46 ~	-8.38		28.29 ~	5.73		-19.19	-13.15	-10.68	-26.19	-21.32	-4.82	-3.69	1.78	4.86	0.99	-1.30	-14.83	0.97	0.73	-21.13	13.94	11.85	2.72
Dunbar	5555	-3.65 ~	8.33		-4.10 ~	-1.25		1.66 ~	28.14		24.60	24.67	3.53	-2.53	-16.58	-8.11	47.38	45.11	19.49	1.45	28.42	-10.88	17.67	26.67	4.27	24.19	33.54	28.02
F.L. Stanton	5566	8.18 ~	3.36		-16.47 ~	0.26		16.32 ~	11.07		-1.86	-2.67	1.78	-4.95	-8.62	10.09	-12.20	-15.07	9.93	24.26	19.82	16.23	9.62	5.12	-10.53	33.79	33.85	16.54
Bethune*	1052	6.06 ~	-0.92		-4.87 ~	-0.45		-2.37 ~	-1.64		15.15	14.64	3.73	5.49	-0.66	-7.75	10.95	8.64	5.86	-13.04	-10.86	0.25	-27.41	-21.74	-2.82	-19.45	-10.84	-7.01
Toomer*	5567	-8.16 ~	-7.54		-9.36 ~	-26.05		-24.92 ~	-17.42		-17.01	-8.50	-56.26	-40.03	-42.07	-42.00	14.39	21.99	13.70	-57.43	-58.34	-44.52	-38.65	-45.56	-24.51	8.17	13.63	6.25

NOTE: * Indicates the residuals were negative (school performed significantly worse than predicted)

Bolded cells are subject/grades that were identified as outliers

Note: Column A = Newspaper; Column B = Longitudinal; Column C = Student Demo

ANDREW PORTER

From: Beverly Hall [drbeverlyhall@gmail.com]
Sent: Wednesday, May 19, 2010 9:41 AM
To: ANDREW PORTER
Subject: Re: Atlanta report on analyses

Andy,

I apologize but I just saw this email. I will read the report and get back to you.

Thanks,
BH

On Tue, May 18, 2010 at 1:04 PM, ANDREW PORTER <andyp@gse.upenn.edu> wrote:

> Beverly,
>
> The other day, I sent Bill the final report on our analyses. I haven't heard from him, so I'm sending you a copy directly. I hope you find this report useful.
>
> All the best,
>
> Andy

11/20/2010

May 11, 2010

Identifying Atlanta Elementary Schools that Had Unusually Large Gains in Student Achievement Test Scores from the Year 2007/8 to the Year 2008/9

Andrew C. Porter
Jennifer McMaken

University of Pennsylvania

In high stakes student achievement testing, the validity of results is especially important. Validity can be compromised in any one of a number of ways, one of which is through cheating. In December of 2009, the Atlantic Journal – Constitution raised the possibility of cheating in Georgia schools by noting "improbably steep gains at some schools on tests taken first in spring and then in summer" (June 11, 2009). Apparently, that prompted the governor's Office of Student Achievement for the state of Georgia to conduct erasure analyses that identified four schools in the state where a large number of student wrong answers had been erased and filled in with the correct answers "causing passing rates on the state's criterion-referenced competency tests to spike" (June 11, 2009). In an October 18, 2009 issue of the Atlantic Journal – Constitution, reporter Heather Vogell, working with data analyst John Perry, reported on the results from regression analyses using spring 2007/8 results to predict spring 2008/9 results for grades 3, 4, and 5 for each of the tests in English Language Arts, Reading, and Mathematics for the elementary schools in Georgia. Statewide, 19 schools were identified with "extraordinary gains or drops in scores between spring last year and this year. A dozen were in Atlanta" (October 19, 2009). Vogell wondered whether cheating might have occurred in these schools, which did substantially better or worse than was predicted from the schools' student achievement levels the spring before.

Overview of Analysis Plan

The Atlanta Education Fund contacted the authors of this report to ask if we would do analyses to determine the "accuracy, the validity of the AJC's findings and identify alternative explanations for what is found." Our analyses were to be focused on just the 2007/8 and 2008/9 years in just the grades 3, 4, and 5, as analyzed by the newspaper.

We asked about analyses that extended beyond grades 3, 4, and 5, the focus of the newspaper analyses, to include grades 3 through 8 on which there is annual testing. We were advised to stay focused on grades 3, 4, and 5. We asked the state for teacher-level data so we could look at not only variance between schools, but also variance among teachers within schools, but the state could not supply. We asked for item-level responses so we could do some erasure analyses, but again the state could not supply.

On December 3, 2009, we agreed to undertake the requested analyses. We immediately requested the necessary data from Melissa Fincher of the Georgia Department of Education. Data were obtained in a file suitable for analysis on January 28, 2009. The file did not contain second grade results. These data were requested on March 3, 2010 and received on April 15, 2010.

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Replication of Newspaper Results

Our first analyses sought to replicate the results of the newspaper analyses. The newspaper regressed 2008/9 school-level achievement means on 2007/8 school level achievement means for each of the three grades and each of the three tests: English Language Arts, Reading, and Mathematics. The newspaper calculated residuals for each school in the state with grades 3, 4, and 5 where a residual is defined as the school's actual mean level performance in comparison to its predicted mean level performance for spring 2009 based on achievement in 2008 for the grade prior. Schools with residuals larger than 4 standard errors of estimate were identified as outliers. Using the same analysis file as used by the newspaper, we were able to replicate the newspaper results. As will be seen below, when we used the database we received from the state, the newspaper results were only partly replicated. We are not sure why the newspaper provided database and the state provided database were different. The newspaper database only contained school level results while the state database had student level results which we then aggregated to the school level.

Two Additional Analyses to Test Validity of Newspaper Results

The newspaper results were based on all students in each of the two years. Thus, the results did not control for possible changes in student body composition. To control for possible changes, we completed two analyses. First, we did analyses on longitudinal data. The analyses are based on only the students in a grade at 2009 that were in the same school in 2008 and had test scores for 2008. For example, the 5th graders in 2009 were 4th graders at the same school in 2008. As yet a third analysis, we regressed 2009 on 2008 data at the school level, just as did the newspaper, but we added as control variables 12 difference variables contrasting the composition of the group of students in 2009 to the composition in 2008. These variables were differences in: enrollment, female, white, black, Hispanic, Asian, American Indian, multiracial, economically disadvantaged, disability, LEP, migrant. We call these regression analyses "student demographic."

Results of all Three Analyses

Table 1 summarizes the results of four regression analyses: newspaper, newspaper analysis on state supplied database, longitudinal, and student demographic. The rows in the table indicate Atlanta schools with grades 3, 4, and 5 that were identified as an outlier by one or more of the three analyses. An x indicates that the school residual was four standard errors of estimate or more above (or below) the school's predicted level of achievement based on 2008 data (a very high standard for statistical significance but reasonable given the number of statistical analyses done). The columns of the table divide the analyses by grade level and within each grade level by test and within each test, by the three analyses. The first set of schools in the table are for those with positive residuals and the last set of schools are for the two schools with negative residuals.

As can be seen in Table 1, there were 22 instances of unusually large positive or negative residuals identified by the original newspaper analysis, seven at 3rd grade, four at 4th grade, and eleven at 5th grade. Fourteen of the 22 newspaper identified large residuals

were replicated and 8 were not. The newspaper style regression on the state supplied data did not identify any new instances of unusually large residuals. Of those 22, eight were found in both the longitudinal analysis and the student demographic analysis; five were found in the demographic analysis only and one was found in the longitudinal only. Eight unusually large residuals found in the newspaper analyses were not found in either the longitudinal nor the demographic. Three unusually large residuals found in the longitudinal analyses were not found in either the newspaper nor demographic analyses; the demographic analysis did not identify any unusually large residuals unique to that analysis. Thus, of the newspaper identified large residuals, more than half held up in part or in whole in our additional two analyses; 14 of the 22 were found in at least one of the two additional analyses with better controls.

The eight fully supported newspaper results are across seven different schools. In short, no one school was identified as having unusually large positive residuals across all grade levels and tested subjects. To the contrary, the unusually large positive residuals that were fully supported were unique to a specific grade level and tested subject at a specific school. Blalock was the sole exception with two. One of the two partially supported results was in yet a ninth school. Large residuals were not systemic.

Table 2 reports the multiple correlation squared for each regression equation and identifies the significant predictors in the regression equation. All of the R^2s are substantial as one might expect when prior achievement is used to predict subsequent achievement. There is no real pattern to these R^2s. Roughly from half to three fourths of the variance is accounted for by the predictors. Perhaps surprising, the longitudinal analyses did not yield the highest R^2s, yet the longitudinal analyses used the same students in 2008 to predict their performance in 2009. In all cases, the 2008 achievement level was a significant predictor of the achievement level in 2009. In the student demographic analyses, there were as many as five significant predictors in addition to prior achievement. Student disability and economically disadvantaged were the two most common significant predictors, with gender and enrollment next. The general conclusions from these results are first, the information was a good predictor of performance in 2009 and second, the student demographic analysis, using changes in student body composition as predictors, worked in the sense that several of these variables were significant predictors and so, helped to control for shifts in demographics.

As has been described, the longitudinal analysis was based on only the students that were tested in the same school, both in 2009 and 2008. Table 3 gives the percentages of students tested in 2009 that were tested in the same school in 2008 for each of the schools identified as having an unusually large residual. As seen in Table 3, statewide stability rate school-wide across grades 3, 4, and 5 was 74.63% and the Atlanta retention rate was 67.43. From grade 2 to grade 3, the analogous percentages are 70.17 and 66.51 and for grade 3 to grade 4, the percentages are 74.78 statewide and 66.28 for Atlanta and grades 4 to 5, 78.42 and 68.78. Clearly, year to year stability for students attending the same school is greater in the state than it is in Atlanta. Table 3 gives the results for each individual school. Blalock had the lowest student stability rate, only 39.34% for grade 3 to grade 4, 45.10% for grade 4 to grade 5, and 41.38% for grade 2 to grade 3. One might

imagine with the relatively low stability for Blalock, newspaper results might be less likely to be replicated, but that is not fully borne out in the results. Blalock was identified by the newspaper as having an unusually large positive residual for grade 3 English Language Arts and Mathematics, grade 4 English Language Arts, grade 5 English Language Arts and Mathematics. Of those five large positive residuals for the newspaper analysis, two were fully supported, and one partially supported by the student demographic analysis. No other patterns emerge from Table 3.

Size of Residuals

When interpreting the results in Table 1, a good question to ask is how large were these unusually large residuals? In short, while they were unusually large, in terms of being more than four standard errors from what was predicted, were they also large in terms of the scale score metric? In Georgia, scale scores are not vertically equated, making it impossible to compare a score in one grade level to a score in another grade level. Scale scores are, however, equated from one year to the next so that comparisons over time within grade and subject are possible. They are structured to range from 650 to 900 or above. For grades 3, 4, and 5, 650 is the lowest possible score for each of the three tests. The highest possible score is 920 for Reading, 930 for English Language Arts, and 990 for Mathematics, indicating a greater possible range of scores for Mathematics than for English Language Arts and for English Language Arts than for Reading. For the data in the state-provided analysis file, standard deviations for English Language Arts and Reading were about 11.5, regardless of grade level, with the exception of grade 5 Reading where the standard deviation was 10.1. The mathematics standard deviations were larger, ranging from 18.6 for grade 3 to 19.7 for grade 4 and grade 5.

In Table 4, each of the residuals identified by one or another of the three regression analyses that exceeded four standard errors are reported in bold. The largest residuals are for 5th grade Mathematics. West Manor residuals, for which the newspaper finding was fully supported, are 74.72 for the newspaper analysis, 75.42 for the longitudinal analysis, and 68.72 for the student demographic analysis. These results are 3-4 standard deviations in size, which would be seen as large by any standard. For example, in education research, when the size of the effect of an intervention is being described, it is often described in terms of numbers of standard deviations. An intervention that has an effect size of .5 standard deviations is seen to be a strong intervention.

For the supported results, Table 4 indicates which analysis found the largest residual. The pattern was for the longitudinal analysis to yield the largest residual. For example, in Perkerson and Usher Elementary Schools 5th grade Reading, the longitudinal analyses got by far the largest positive residual in comparison to the other two analyses. We believe that the best control for shifts in student body composition from '08-'09 is represented in the longitudinal analyses, yet often these were also the largest residuals.

Table 5 reports the average residuals for Atlanta public schools by grade, tested subject, and each of the three analyses. First, statewide, the residuals have to average to zero; that is a statistical fact. Each regression predicts values and the average predicted values equal the average actual values. For some schools, the prediction is lower than the

achievement level obtained; for others, it's higher. In Table 5, it is clear that the average residuals for the Atlanta public schools do not differ much from zero. In short, across all schools in Atlanta, they are no more likely on average to have a large positive (or a large negative) residual than schools elsewhere in the state. Second, while there are differences across the three analyses, none are striking. All are less than five scale score points. Nevertheless the standard deviations of residuals are systematically larger for Atlanta schools than for the state, with a tendency for the greatest variance in Atlanta to be for the student demographic residuals. The larger variance for Atlanta than for the state is consistent with the greater number of large positive or negative residuals for Atlanta.

In Table 4, we can also investigate the possibility that the unusually large positive or negative residuals identified, each of which exceeded the four standard errors of estimate criterion for size, might hide nearly as large positive or negative residuals that just missed the four standard errors criterion. Not surprisingly, there are additional large positive and negative residuals, but not as many as might be expected. For 5th grade Mathematics, Perkerson has systematically large positive residuals that didn't meet the four standard errors criterion. The residuals for Usher in 5th grade Mathematics are large and positive across all three analyses despite not being flagged in the newspaper analyses. In English Language Arts at the 5th grade level, all three regression analyses showed fairly large positive residuals for Benteen Elementary School, but only two of them matched the four standard errors or more criterion.

In 4th grade for Reading, the negative residual for Toomer comes close to being fully supported as there was a large negative residual for the longitudinal analysis as well that again didn't meet the four standard errors criterion. For English Language Arts, the Blalock and Peyton Forest newspaper identified schools could be considered fully supported, as both the longitudinal and student demographic analyses estimated large positive residuals as well. For 3rd grade English Language Arts, the Blalock large positive residual identified by the newspaper could be considered supported by the longitudinal analysis even though the residual didn't quite meet the four standard errors criterion.

Using a scale score residual of 15.00 or larger as a criterion, 41 of the 108 school by subject by grade level combinations had large residuals across all three analyses. Still, not one of the 12 schools was flagged across all grades and subjects.

We looked at the report "2009 CRCT Analysis by School Report" on the Governor's Office of Student Achievement website. In that report, they list the "percent of classes flagged in the erasure analysis." Eight of the 12 schools flagged by the newspaper analysis have 2/3 or more of their classes flagged in the erasure analysis. The erasure analysis was done on the spring 2009 data just the same as the residual regression analyses.

In order to determine the impact of the outliers on district-level performance, we compared the 2009 residuals for all students to the residuals when the students in grade

levels and tested subjects flagged as having unusually large positive outliers were deleted from the sample. Because our longitudinal analyses are the most convincing, we identified large positive outliers based solely on longitudinal results.

There were no outliers identified in grade 4 English Language Arts, nor Reading. Forty three students were eliminated for the reduced sample because of outliers for 4th grade Mathematics. For 5th grade, 63 students from English Language Arts, 132 from Reading, and 105 from Mathematics were eliminated.

Using both the full and reduced databases, we did district level regressions for the state, predicting '09 performance from '08 performance and calculating district level residuals. In the case of 4th grade mathematics, the Atlanta residual went from 1.01 to -.07 after deletion. For grade 5 English Language Arts, the Atlanta residual went from 3.00 to 2.51; for Reading, the residual went from 2.40 to 0.93 and in Math, from 3.03 to 0.58. District residuals decreased no more than 2.5 scale score points. In contrast, large flagged positive residuals as seen in Table 4 ranged from a low of 26.3 to a high of 75.4 scale score points. We conclude that even if the large positive outliers identified in the longitudinal analyses were due to cheating, and we're not saying that they were, eliminating those data from the sample had only a minimal effect upon district level performance.

The residuals reported for the district can be thought of as an estimate of how much better (or worse) Atlanta's performance in 2009 was from what was predicted from 2008 performance. If Atlanta were getting better over time, these residuals would be positive; if Atlanta were getting worse over time, these residuals would be getting negative. A look at Table 4 indicates that a large majority of the residuals for longitudinal analyses for Atlanta calculated at the school level are positive. The district level residuals are largely positive though not statistically significantly greater than zero. Whether or not outliers are deleted, district level performance in 2009 was slightly but not significantly better than predicted from 2008.

Summary

Over the course of the last several months, several analyses have been conducted of student achievement in Georgia public schools with an eye toward identifying possible instances of cheating. One set of those analyses focused on changes between results in 2007/8 and 2008/9 for grades 3, 4, and 5 on each of the tested subjects, English Language Arts, Reading, and Mathematics. The analyses reported by Heather Vogell in the Atlantic Journal – Constitution used a prior grade in 2008 to predict the following grades in 2009 for all of the students in the school in those two years and those grade levels for each of the schools in the state. The newspaper analysis identified 12 schools in Atlanta for which there were unusually large residuals.

The analyses reported here investigated the validity of the newspaper results. The analyses explored the validity of those newspaper results by conducting analyses based just on students who stayed in the same school for testing in 2008 and then again testing in 2009 at the next grade level. These are called the longitudinal results. We also added

shifts in student demographics as control variables to the newspaper analyses and these were called the student demographic analyses. Both the longitudinal analyses and the student demographic analyses were meant to provide controls not provided in the newspaper analyses for shifts from one year to the next in student demographics that might have accounted for the unusually large positive and occasionally negative residuals the newspaper identified and that might be an indicator of possible cheating. Newspaper findings not found also in the two additional analyses with better controls would be suspect.

First, the size of the positive and occasional negative residuals were often large, as many as 3 or 4 standard deviations in size. Second, many of the newspaper results were supported with both the longitudinal and student demographic analyses. Not all newspaper results were supported and as might be expected, the additional analyses identified additional subjects and grade levels in the already identified schools that might also be outliers having unusually large or occasionally unusually large negative residuals. No additional Atlanta schools were identified by these two additional analyses.

To determine the effect of identified unusually large positive outliers on district level performance, we did district level regressions and calculated district level residuals for each of the tested subjects in grades 3, 4, and 5. The impact on district level residuals of deleting outliers was minimal, indicating that overall district level performance in Atlanta improved slightly from 2008 to 2009 with or without outliers. Our two adjacent year analyses do not address the question of the size and direction of district change in achievement over a longer period of years.

We had access to only school level results for the more recent erasure analyses published by the governor's office of student achievement. Eight of the 12 newspaper flagged schools had 2/3 or more of their classes flagged in the erasure analysis.

In summary, controlling for shifts in student demographics from 2008 to 2009 through the longitudinal analyses and the student demographic analyses did not in large part negate the newspaper findings. Schools with unusually large residuals indicating that the school did much better or much worse than would have been expected based on prior achievement found in one analysis tended to be found in the other analyses, as well as in the erasure analyses.

These results do not prove that cheating occurred, but they do point to student achievement gains and losses that are highly unusual and for which cheating could be one explanation. Nevertheless, unusually large residuals were not systemic across grade levels and tested subjects in a school, suggesting that the unusually large residuals are localized to specific grades and subjects. Further, the average residuals for Atlanta schools were comparable to the average residuals for schools statewide. To the extent that there were unusually large positive residuals, these were offset by unusually large negative residuals in Atlanta schools. The standard deviations of residuals were, however, larger for Atlanta schools than for schools statewide. In short, there were more large positive and negative residuals for Atlanta schools than was typical for schools in

the rest of the state. Finally, it is also true that if a school cheated in 2008 to get better student achievement performance and then cheated again in 2009 in the same way, neither the newspaper analysis, nor our longitudinal and student demographic analyses would flag this school as an outlier with an unusually large residual.

Table 1: Regression Analyses

	Grade 3												Grade 4												Grade 5											
	ELA				Reading				Math				ELA				Reading				Math				ELA				Reading				Math			
School Name	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D
Perkerson Elementary																													x	x	x	x				
Usher Elementary																													x	x	x	x				
Venetian	x				x	x		x																												
West Manor Elementary							x																										x	x	x	x
Peyton Forest Elementary													x								x	x	x	x					x							
Blalock Elementary	x	x		x					x				x												x	x	x	x					x	x	x	x
Benteen Elementary					x	x		x																	x	x	x				x					
Capitol View Elementary					x	x		x																												
Dunbar Elementary																													x		x	x				
F. L. Stanton Elementary					x																															
Bethune*																													x	x						
Toomer Elementary*															x				x						x	x	x	x	x	x						

Note; Column A = Newspaper Analyses; Column B = Newspaper Analysis on the data set received for the state and on which analyses under Column C and D are based; Column C = Longitudinal Analyses; Column D = Student Demographics Analyses

* Indicates the residuals were negative (school performed significantly worse than predicted)

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Table 2: Significant Predictors

Grade	Subject	Analysis	R2		Significant Predictors				
Grade 3	ELA	newspaper	0.72	ela 08					
		replication	0.62	ela 08					
		longitudinal	0.43	ela 08					
		school dem	0.63	ela 08	enrollment	econ.disadvantaged	disability		
	Read	newspaper	0.76	read 08					
		replication	0.68	read 08					
		longitudinal	0.49	read 08					
		school dem	0.69	read 08	enrollment	econ.disadvantaged	disability		
	Math	newspaper	0.71	math 08					
		replication	0.61	math 08					
		longitudinal	0.50	math 08					
		school dem	0.62	math 08	enrollment	disability	LEP		
Grade 4	ELA	newspaper	0.72	ela 08					
		replication	0.47	ela 08					
		longitudinal	0.56	ela 08					
		school dem	0.56	ela 08	female	multiracial	econ.disadvantaged	disability	LEP
	read	newspaper	0.78	read 08					
		replication	0.61	read 08					
		longitudinal	0.50	read 08					
		school dem	0.64	read 08	female	hispanic	multiracial		
	math	newspaper	0.69	math 08					
		replication	0.59	math 08					
		longitudinal	0.64	math 08					
		school dem	0.64	math 08	multiracial				
Grade 5	ELA	newspaper	0.73	ela 08					
		replication	0.71	ela 08					
		longitudinal	0.58	ela 08					
		school dem	0.72	ela 08	enrollment	econ.disadvantaged	disability		
	read	newspaper	0.77	read 08					
		replication	0.72	read 08					
		longitudinal	0.59	read 08					
		school dem	0.73	read 08	econ.disadvantaged	disability			
	math	newspaper	0.62	math 08					
		replication	0.63	math 08					
		longitudinal	0.66	math 08					
		school dem	0.64	math 08	enrollment	econ.disadvantaged	disability		

Table 3: Percent of students tested in 2009 that were tested in the same school in 2008

School Name	School Wide 08 to 09 % Overlap	Gr2 08 to Gr3 09 % Overlap	Gr3 08 to Gr4 09 % Overlap	Gr4 08 to Gr5 09 % Overlap
STATE RETENTION RATE	74.53	70.17	74.78	78.42
APS AVERAGE RETENTION RATE	67.43	66.51	66.28	68.78
INDIVIDUAL SCHOOL RETENTION				
Perkerson Elementary School	57.30	52.17	64.44	57.75
Usher Elementary School	71.50	70.00	66.13	77.94
Venetian	60.81	58.06	61.82	61.70
West Manor Elementary School	76.06	77.08	73.68	78.38
Peyton Forest Elementary School	68.06	70.97	63.64	67.86
Blalock Elementary School	41.76	41.38	39.34	45.10
Benteen Elementary School	65.10	68.09	69.49	54.76
Capitol View Elementary School	69.67	65.91	67.86	74.00
Dunbar Elementary School	51.96	47.06	51.35	51.85
F. L. Stanton Elementary School	68.13	68.75	66.13	70.00
Bethune	72.40	75.95	70.42	70.42
Toomer Elementary School	57.50	57.69	51.85	61.54

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Table 4: Residuals for the 12 Newspaper Identified Schools

	Grade 3									Grade 4									Grade 5					
	ELA			Read			Math			ELA			Read			Math			ELA			Read			Math		
	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C
STATE AVERAGE RAW RESIDUALS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
APS AVERAGE RESIDUALS	-1.6	0.1	-0.9	2.9	3.1	3.2	-1.4	-2.6	-1.0	0.2	1.7	-4.4	-0.4	0.3	0.3	-0.5	-0.8	-3.3	1.1	2.9	0.6	0.8	1.0	0.3	1.0	1.4	-0.5
INDIVIDUAL SCHOOL RESIDUALS																											
Perkerson Elementary	10.8	10.2	10.5	19.7	19.7	16.6	13.5	7.2	13.1	-10.8	-4.6	-17.0	13.1	21.1	21.4	-13.3	-9.5	-9.7	0.9	13.3	1.5	**26.5**	**34.2**	**24.0**	23.3	20.6	16.2
Usher Elementary	-22.6	-10.6	-21.9	4.0	6.7	3.3	-12.7	-14.8	-12.5	2.0	4.9	3.7	6.5	9.5	6.5	12.8	13.2	13.2	13.3	22.4	13.8	**22.0**	**30.6**	**22.5**	29.7	**45.2**	27.1
Venetian	**29.8**	35.4	30.0	**27.1**	27.2	**24.9**	16.4	12.7	15.6	-7.7	2.7	-4.8	9.2	24.5	10.0	-13.5	0.6	-10.9	15.8	11.6	13.5	17.5	15.1	14.6	3.8	2.5	0.0
West Manor Elementary	-13.5	-1.5	-12.2	19.7	**36.3**	21.2	18.3	42.0	20.8	5.4	1.2	-1.5	7.7	3.1	11.2	4.4	-0.3	2.8	16.3	18.6	16.6	10.3	8.8	9.1	**74.7**	**76.4**	**68.3**
Peyton Forest Elementary	2.8	12.4	5.5	-5.6	0.9	-4.3	-15.5	-5.8	-11.3	**29.0**	30.2	26.7	16.1	27.9	16.3	**59.3**	**64.0**	**60.2**	19.3	22.0	18.5	**19.6**	18.7	17.4	12.6	14.6	8.9
Blalock Elementary	**35.8**	31.7	**35.8**	22.4	19.2	20.7	**40.0**	30.7	36.5	**24.6**	19.2	24.3	12.8	12.1	10.2	9.1	5.9	8.5	**40.5**	**40.6**	**40.3**	10.1	3.6	8.3	**72.0**	**67.1**	**65.0**
Benteen Elementary	-4.1	-0.5	-5.3	**31.2**	27.7	**26.7**	35.5	24.4	31.3	14.8	19.2	15.2	-11.9	-0.5	-10.2	5.7	9.3	7.9	**26.1**	**60.1**	23.9	11.2	**26.3**	9.2	7.3	15.3	4.2
Capitol View Elementary	23.4	23.4	23.7	**33.0**	28.2	**31.0**	25.3	20.7	25.3	-15.7	-0.6	-16.3	-17.6	-7.9	-20.3	2.2	10.0	-1.3	-0.5	2.7	-1.3	9.5	11.9	8.8	-0.3	-5.5	-3.6
Dunbar Elementary	-6.1	-14.5	-8.9	0.2	-13.2	-4.7	1.4	-1.5	-1.0	22.3	20.1	17.2	-1.4	-10.9	0.4	37.5	39.1	38.7	-3.6	21.6	0.0	**21.7**	**27.8**	**23.4**	9.5	14.8	12.1
F. L. Stanton Elementary	4.7	17.5	7.4	**24.4**	28.1	23.5	11.5	23.4	15.4	-1.3	0.0	3.3	-0.4	-0.3	-3.3	-9.2	-12.0	-7.7	20.1	19.1	20.6	13.6	10.7	12.7	19.1	15.4	16.6
Bethune*	-1.1	-5.0	-1.2	-0.3	-4.1	-1.0	-3.6	-10.2	-4.2	13.9	11.8	7.1	6.6	1.2	8.3	9.1	6.4	7.8	-16.0	-16.4	-17.1	**-21.8**	-18.4	-19.3	-34.0	-29.4	-31.1
Toomer Elementary *	-4.2	-0.9	-4.1	-4.1	1.9	-2.6	-29.5	-28.4	-29.7	-16.4	-4.6	-6.0	**-33.9**	-29.3	**-34.9**	13.2	23.1	21.1	**-54.5**	**-48.0**	**-49.8**	**-25.8**	-22.5	-19.7	-6.2	-4.5	-4.9

Note: * indicates the residuals were negative (school performed significantly worse than predicted)
Bolded cells are subject/grades that were identified as outliers

GOSA_APS_AEF_EL_014621

Table 5: Average Residuals and Standard Deviations for the Atlanta Schools

			Standardized Residuals			Unstandardized Residuals		
			Average APS Residual	APS Residual SD	State Residual SD	Average APS Residual	APS Residual SD	State Residual SD
Grade 3	ELA	newspaper	-0.26	1.737	1.003	-1.61	10.841	6.193
		longitudinal	0.01	1.102	1.000	0.06	11.523	10.450
		school dem	-0.12	1.417	0.995	-0.94	11.161	7.831
	Read	newspaper	0.51	1.818	1.003	2.90	10.474	5.714
		longitudinal	0.35	1.319	1.000	3.07	11.500	8.717
		school dem	0.51	1.543	0.995	3.16	9.548	6.153
	Math	newspaper	-0.14	1.492	1.004	-1.35	15.051	10.011
		longitudinal	-0.18	1.048	1.000	-2.62	15.585	14.866
		school dem	-0.08	1.252	0.995	-1.01	15.141	12.034
Grade 4	ELA	newspaper	0.04	1.720	1.003	0.20	10.480	6.080
		longitudinal	0.20	1.320	1.000	1.69	11.091	8.399
		school dem	-0.45	2.783	0.995	-4.44	27.562	9.851
	Read	newspaper	-0.08	1.804	1.002	-0.40	9.794	5.388
		longitudinal	0.03	1.183	1.000	0.27	12.039	10.169
		school dem	0.03	1.274	0.995	0.29	11.120	8.680
	Math	newspaper	-0.06	1.465	1.004	-0.51	14.308	9.741
		longitudinal	-0.07	1.388	1.000	-0.76	15.419	11.107
		school dem	-0.26	2.243	0.995	-3.26	28.469	12.627
Grade 5	ELA	newspaper	0.19	2.168	1.008	1.10	12.745	5.862
		longitudinal	0.35	1.719	1.000	2.88	14.003	8.143
		school dem	0.13	1.950	0.995	0.79	12.148	6.199
	Read	newspaper	0.16	2.146	1.005	0.80	10.362	4.816
		longitudinal	0.16	1.838	1.000	1.01	11.504	6.257
		school dem	0.05	1.936	0.995	0.27	9.714	4.986
	Math	newspaper	0.09	1.608	1.006	1.04	19.636	12.171
		longitudinal	0.13	1.706	1.000	1.40	19.001	11.132
		school dem	-0.04	1.601	0.995	-0.47	17.791	4.986

GOSA_APS_AEF_EL_014622

The Atlanta Journal-Constitution
GEORGIA OPEN RECORDS ACT REQUEST
Wednesday, July 19, 2010

Dr. Beverly Hall
Superintendent
Atlanta Public Schools

Dear Superintendent Hall,

Pursuant to the Georgia Open Records Act, O.C.G.A. Section A§ 50-18-70 et al., The Atlanta Journal-Constitution is requesting to review the following public documents with the exception of those portions specifically exempted by state law:

* The report completed by Andrew Porter, dean of the University of Pennsylvania Graduate School of Education, concerning CRCT results.

If you believe any of the requested material is exempt, please provide the citation from the law that permits such exemption.

As you know, the Georgia Open Records Act allows reasonable search and retrieval fees after the first quarter hour or a maximum standard charge of 25 cents per page, or in the case of records maintained on a computer, the actual cost of the disk or tape onto which the information is transferred. Please notify us of the cost of retrieval and copying in advance of filling the request.

Thank you for your assistance. I can be contacted at (404)526-7113 or via email at hvogell@ajc.com. Alan can be contacted at 404-526-5029 or ajudd@ajc.com. Please do not hesitate to contact either of us with questions.

Sincerely,

Heather Vogell
Reporter

Alan Judd
Reporter

Kaye, Rebecca

From: Pitts, Sharron
Sent: Thursday, July 22, 2010 11:08 AM
To: Kaye, Rebecca
Subject: RE: Open Records Request: Gates/GE reports, video, Dr. Hall honorarium records

Rebecca, I spoke with Dr. Hall and Dr. Augustine yesterday. Neither of them have the Porter report. Dr. Augustine will have to look to see if she received any material from WestEd when she returns on Monday.

From: Yeager, Su
Sent: Thursday, July 22, 2010 9:01 AM
To: Kaye, Rebecca; Pitts, Sharron
Subject: FW: Open Records Request: Gates/GE reports, video, Dr. Hall honorarium records

See below for the link to the video.

----- Forwarded Message
From: "King, Scott" <scking@atlanta.k12.ga.us>
Date: Thu, 22 Jul 2010 08:46:06 -0400
To: Suzanne Yeager <syeager@atlanta.k12.ga.us>
Subject: RE: Open Records Request: Gates/GE reports, video, Dr. Hall honorarium records

Yes, it has been archived.

http://www.apsk12.org/media/VIDEO_PAGES/Diff_main.html

From: Yeager, Su
Sent: Wednesday, July 21, 2010 6:31 PM
To: King, Scott
Subject: Fw: Open Records Request: Gates/GE reports, video, Dr. Hall honorarium records
Importance: High

Is this video in the media gallery?
Sent from my Verizon Wireless BlackBerry

From: "Kaye, Rebecca" <rkaye@atlanta.k12.ga.us>

Date: Wed, 21 Jul 2010 18:15:00 -0400

To: Augustine, Kathy<kaugustine@atlanta.k12.ga.us>; Pitts, Sharron<spitts@atlanta.k12.ga.us>; Yeager, Su<syeager@atlanta.k12.ga.us>

APS-OGC- 00110

Kaye, Rebecca

From: Kaye, Rebecca
Sent: Thursday, July 22, 2010 3:55 PM
To: 'Vogell, Heather (CNI - AJC)'
Cc: Adaszewski, Maciej; Bromery, Keith
Subject: RE: ORA requests

Heather,

As soon as I sent this I got information from AEF that the Porter report is included in the Blue Ribbon Commission's investigative materials, so it will not be released until the report is released on August 2. Just wanted to fill you in on why we don't have it! ☺

Let me know what else I can do to assist. I'll follow up with you on WestEd on Monday.

-Rebecca

From: Kaye, Rebecca
Sent: Thursday, July 22, 2010 3:39 PM
To: 'Vogell, Heather (CNI - AJC)'
Cc: Adaszewski, Maciej; Bromery, Keith
Subject: RE: ORA requests

Heather,

A copy of the Porter report does not exist in the district. The WestEd report will require additional research time. I do not believe we have received it either, but I need to verify with an employee who has been on leave and will return to the office on Monday. I will get back to you on Monday with the information about the WestEd report.

When I hear anything about the Porter report, I will let you know.

Hope you're still feeling well with this heat!

-rdk

Rebecca D. Kaye
Director, Policy Development and Governmental Relations

Atlanta Public Schools
130 Trinity Ave., SW
Atlanta, GA 30303
404.802.2897 | 404.802.1807 (Fax)
rkaye@atlantapublicschools.us

Link to: Approved APS policies and regulations
Link to: Proposed policies available for public comment

APS-OGC- 00113

The Atlanta Journal-Constitution
GEORGIA OPEN RECORDS ACT REQUEST
Thursday, December 6, 2010

Dr. Beverly Hall
Superintendent
Atlanta Public Schools

Dear Superintendent Hall,

Pursuant to the Georgia Open Records Act, O.C.G.A. Section A§ 50-18-70 et al., The Atlanta Journal-Constitution is requesting to review the following public documents with the exception of those portions specifically exempted by state law:

* Copies of all materials, including but not limited to documents and e-mails, provided to the Governor's special investigators via CD.

If you believe any of the requested material is exempt, please provide the citation from the law that permits such exemption.

As you know, the Georgia Open Records Act allows reasonable search and retrieval fees after the first quarter hour or a maximum standard charge of 25 cents per page, or in the case of records maintained on a computer, the actual cost of the disk or tape onto which the information is transferred. Please notify us of the cost of retrieval and copying in advance of filling the request.

Thank you for your assistance. I can be contacted at (404)526-7113 or via email at hvogell@ajc.com. Please do not hesitate to contact either of us with questions.

Sincerely,

Heather Vogell
Reporter

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Cc: Adaszewski, Maciej; Bromery, Keith
Subject: RE: ORA requests

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Let me know what else I can do to assist. I'll follow up with you on WestEd on Monday.

-Rebecca

From: Kaye, Rebecca
Sent: Thursday, July 22, 2010 3:39 PM
To: 'Vogell, Heather (CNI - AJC)'
Cc: Adaszewski, Maciej; Bromery, Keith
Subject: RE: ORA requests

Heather,

A copy of the Porter report does not exist in the district. The WestEd report will require additional research time. I do not believe we have received it either, but I need to verify with an employee who has been on leave and will return to the office on Monday. I will get back to you on Monday with the information about the WestEd report.

When I hear anything about the Porter report, I will let you know.

Hope you're still feeling well with this heat!

-rdk

Rebecca D. Kaye
Director, Policy Development and Governmental Relations

Atlanta Public Schools
130 Trinity Ave., SW
Atlanta, GA 30303
404.802.2897 | 404.802.1807 (Fax)
rkaye@atlantapublicschools.us

Link to: Approved APS policies and regulations
Link to: Proposed policies available for public comment

APS-OGC- 00113

The Atlanta Journal-Constitution
GEORGIA OPEN RECORDS ACT REQUEST
Thursday, December 6, 2010

Dr. Beverly Hall
Superintendent
Atlanta Public Schools

Dear Superintendent Hall,

Pursuant to the Georgia Open Records Act, O.C.G.A. Section A§ 50-18-70 et al., The Atlanta Journal-Constitution is requesting to review the following public documents with the exception of those portions specifically exempted by state law:

* Copies of all materials, including but not limited to documents and e-mails, provided to the Governor's special investigators via CD.

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Thank you for your assistance. I can be contacted at (404)526-7113 or via email at hvogell@ajc.com. Please do not hesitate to contact either of us with questions.

Sincerely,

Heather Vogell
Reporter

Augustine, Kathy

From: Hall, Beverly L. (Supt.)
Sent: Monday, March 08, 2010 8:21 PM
To: Augustine, Kathy
Subject: Fw: Atlanta report
Attachments: ATLANTA.DRAFT.3.7.10.doc

Let's discuss.
Sent via BlackBerry by AT&T

From: ANDREW PORTER <andyp@gse.upenn.edu>
Date: Mon, 8 Mar 2010 17:23:57 -0500
To: blhall@atlanta.k12.ga.us<blhall@atlanta.k12.ga.us>; bill@atlef.org<bill@atlef.org>; jschiller@nc.rr.com<jschiller@nc.rr.com>
Subject: RE: Atlanta report

Dear all,
Sorry for the delay, but attached is the next installment on our Atlanta analyses. The new stuff is highlighted so that you can find it easily. What you will see is we did district-level regressions of 2009 on 2008 student achievement statewide to get district-level residuals for 2009. You can think of these residuals as estimating the extent to which a district is getting better or worse from 2008 to 2009 in terms of student achievement. We did the analyses once on all students and another time with the students deleted who were flagged as having unusually large school residuals. The text shows how many students were deleted from Atlanta.

The purpose of these district regressions was to see if the large positive residuals influenced the results at the district level. The answer is not much. The residuals for Atlanta grades 4 and 5 across the three tested subjects are largely positive, with one case of a near zero residual. At the same time, these residuals are not statistically greater than zero. In short, there was not much change in student achievement from 2008 to 2009 whether the unusually large positive residuals are included or excluded. Long story short, at the district level, if the unusually large positive residuals were due to cheating, they still didn't affect the district-level results by much.

Andy

APS-KAUGUST 00017

DRAFT
March 7, 2010

Identifying Atlanta Elementary Schools that Had Unusually Large Gains in Student Achievement Test Scores from the Year 2007/8 to the Year 2008/9

Andrew C. Porter
Jennifer McMaken

University of Pennsylvania

In high stakes student achievement testing, the validity of results is especially important. Validity can be compromised in any one of a number of ways, one of which is through cheating. In December of 2009, the Atlantic Journal – Constitution raised the possibility of cheating in Georgia schools by noting "improbably steep gains at some schools on tests taken first in spring and then in summer" (June 11, 2009). Apparently, that prompted the governor's Office of Student Achievement for the state of Georgia to conduct erasure analyses that identified four schools in the state where a large number of student wrong answers had been erased and filled in with the correct answers "causing passing rates on the state's criterion-referenced competency tests to spike" (June 11, 2009). In an October 18, 2009 issue of the Atlantic Journal – Constitution, reporter Heather Vogell, working with data analyst John Perry, reported on the results from regression analyses using spring 2007/8 results to predict spring 2008/9 results for grades 3, 4, and 5 for each of the tests in English Language Arts, Reading, and Mathematics for the elementary schools in Georgia. Statewide, 19 schools were identified with "extraordinary gains or drops in scores between spring last year and this year. A dozen were in Atlanta" (October 19, 2009). Vogell wondered whether cheating might have occurred in these schools, which did substantially better or worse than was predicted from the schools' student achievement levels the spring before.

Overview of Analysis Plan

The Atlanta Education Fund contacted the authors of this report to ask if we would do analyses to determine the "accuracy, the validity of the AJC's findings and identify alternative explanations for what is found." Our analyses were to be focused on just the 2007/8 and 2008/9 years in just the grades 3, 4, and 5, as analyzed by the newspaper.

We asked about analyses that extended beyond grades 3, 4, and 5, the focus of the newspaper analyses, to include grades 3 through 8 on which there is annual testing. We were advised to stay focused on grades 3, 4, and 5. We asked the state for teacher-level data so we could look at not only variance between schools, but also variance among teachers within schools, but the state could not supply. We also asked for item-level responses so we could do some erasure analyses, but again the state could not supply. We asked for grade 2 student level scores but did not receive them, so the 3rd grade analyses could not be done. At first, we thought that students were not tested in 2nd grade as they typically are not in other states. That must not be the case, however, as the newspaper analyses used 2nd grade.

APS-KAUGUST 00018

On December 3, 2009, we agreed to undertake the requested analyses. We immediately requested the necessary data from Melissa Fincher of the Georgia Department of Education. Data were obtained in a file suitable for analysis on January 28, 2009.

Replication of Newspaper Results

Our first analyses sought to replicate the results of the newspaper analyses. The newspaper regressed 2008/9 school-level achievement means on 2007/8 school level achievement means for each of the three grades and each of the three tests: English Language Arts, Reading, and Mathematics. The newspaper calculated residuals for each school in the state with grades 3, 4, and 5 where a residual is defined as the school's actual mean level performance in comparison to its predicted mean level performance for spring 2009 based on achievement in 2008 for the grade prior. Schools with residuals larger than 4 standard errors of estimate were identified as outliers. Using the same analysis file as used by the newspaper, we were able to replicate the newspaper results.

Two Additional Analyses to Test Validity of Newspaper Results

The newspaper results were based on all students in each of the two years. Thus, the results did not control for possible changes in student body composition. To control for possible changes, we completed two analyses. First, we did analyses on longitudinal data. The longitudinal analyses were only possible for grades four and five because we were not provided grade 2 test scores. The analyses are based on only the students in a grade at 2009 that were in the same school in 2008 and had test scores for 2008. For example, the 5th graders in 2009 were 4th graders at the same school in 2008. As yet a third analysis, we regressed 2009 on 2008 data at the school level, just as did the newspaper, but we added as control variables 12 difference variables contrasting the composition of the group of students in 2009 to the composition in 2008. These variables were differences in: enrollment, female, white, black, Hispanic, Asian, American Indian, multiracial, economically disadvantaged, disability, LEP, migrant. We call these regression analyses "student demographic."

As stated previously, there was some confusion about the availability or not of grade 2 test scores. In one analysis file, we had the data provided by the state that we requested, which did not have grade 2. In another analysis file, we had the data given to us by the newspaper, which is what they analyzed, which in retrospect we saw had grade 2. We had earlier thought that the newspaper analyses had regressed grade 3 in 2009 on grade 3 in 2008. Instead, they had regressed grade 3 in 2009 on grade 2, 2008. So, in all of our results, the newspaper results are based on the prior year grade as a control. We could not replicate those grade 3 results with either of our longitudinal nor student demographic analyses because we didn't have grade 2 in the state provided analysis file. We believe we could get grade 2 data and do those analyses if that is desired. In what follows in results, we do report on a student demographic analysis for grade 3, but it uses grade 3 in 2008 to predict grade 3 in 2009, controlling for shifts in demographics. For grades 4 and 5, the student demographic analyses use the prior grade in 2008 to predict the subsequent grade in 2009.

Results of all Three Analyses

APS-KAUGUST 00019

Table 1 summarizes the results of the three regression analyses: newspaper, longitudinal, and student demographic. The rows in the table indicate Atlanta schools with grades 3, 4, and 5 that were identified as an outlier by one or more of the three analyses. An x indicates that the school residual was four standard errors of estimate or more above (or below) the school's predicted level of achievement based on 2008 data (a very high standard for statistical significance but reasonable given the number of statistical analyses done). The columns of the table divide the analyses by grade level and within each grade level by test and within each test, by the three analyses. The first set of schools in the table are for those with positive residuals and the last set of schools are for the two schools with negative residuals.

As can be seen in Table 1, there were 22 instances of unusually large positive or negative residuals identified by the newspaper analysis, seven at 3rd grade, four at 4th grade, and eleven at 5th grade. Of those 22, eight were found in both the longitudinal analysis and the student demographic analysis. Two were found in either the longitudinal or student demographic analyses. Thus, of the 4th and 5th grade newspaper identified large residuals, they often held up in part or in whole in our additional two analyses. The 4th and 5th grade analyses are better than the 3rd grade analyses because they use as a control achievement in 2008 in the prior grade.

The eight fully supported newspaper results are across seven different schools. In short, no one school was identified as having unusually large positive residuals across all grade levels and tested subjects. To the contrary, the unusually large positive residuals that were fully supported were unique to a specific grade level and tested subject at a specific school. Blalock was the sole exception with two. One of the two partially supported results was in yet a ninth school. Large residuals were not systemic.

Table 2 reports the multiple correlation squared for each regression equation and identifies the significant predictors in the regression equation. All of the R^2s are substantial as one might expect when prior achievement is used to predict subsequent achievement. There is no real pattern to these R^2s, other than that in most cases, roughly two thirds of the variance is accounted for by the predictors. Perhaps surprising, the longitudinal analyses did not yield the highest R^2s, yet the longitudinal analyses used the same students in 2008 to predict their performance in 2009. In all cases, the 2008 achievement level was a significant predictor of the achievement level in 2009. In the student demographic analyses, there were as many as five significant predictors in addition to prior achievement. Student disability and economically disadvantaged were the two most common significant predictors, with gender and enrollment next. The general conclusions from these results are first, the information was a good predictor of performance in 2009 and second, the student demographic analysis, using changes in student body composition as predictors, worked in the sense that several of these variables were significant predictors and so, helped to control for shifts in demographics.

As has been described, the longitudinal analysis was based on only the students that were tested in the same school, both in 2009 and 2008. Table 3 gives the percentages of students tested in 2009 that were tested in the same school in 2008 for each of the schools

APS-KAUGUST 00020

identified as having an unusually large residual. As seen in Table 3, statewide stability rate school-wide across grades 4 and 5 was 76.59% and the Atlanta retention rate was 67.50. From grade 3 to grade 4, the analogous percentages are 74.78 and 66.28 and for grade 4 to grade 5, the percentages are 78.42 statewide and 68.78 for Atlanta. Clearly, year to year stability for students attending the same school is greater in the state than it is in Atlanta. Table 3 gives the results for each individual school and the columns for grade 3 to grade 4 and grade 4 to grade 5 are most relevant to interpreting the longitudinal analyses. In both cases, Blalock had the lowest student stability rate, only 39.34% for grade 3 to grade 4 and 45.10% for grade 4 to grade 5. One might imagine with the relatively low stability for Blalock, newspaper results might be less likely to be replicated, but that is not fully borne out in the results. Blalock was identified by the newspaper as having an unusually large positive residual for grade 3 English Language Arts and Mathematics, grade 4 English Language Arts, grade 5 English Language Arts and Mathematics. Of those five large positive residuals for the newspaper analysis, two were fully supported, and two were in 3rd grade. No other patterns emerge from Table 3.

Size of Residuals

When interpreting the results in Table 1, a good question to ask is how large were these unusually large residuals? In short, while they were unusually large, in terms of being more than four standard errors from what was predicted, were they also large in terms of the scale score metric? In Georgia, scale scores are not vertically equated, making it impossible to compare a score in one grade level to a score in another grade level. Scale scores are, however, equated from one year to the next so that comparisons over time within grade and subject are possible. They are structured to range from 650 to 900 or above. For grades 3, 4, and 5, 650 is the lowest possible score for each of the three tests. The highest possible score is 920 for Reading, 930 for English Language Arts, and 990 for Mathematics, indicating a greater possible range of scores for Mathematics than for English Language Arts and for English Language Arts than for Reading. For the data in the state-provided analysis file, standard deviations for English Language Arts and Reading were about 11.5, regardless of grade level, with the exception of grade 5 Reading where the standard deviation was 10.1. The mathematics standard deviations were larger, ranging from 18.6 for grade 3 to 19.7 for grade 4 and grade 5.

In Table 4, each of the residuals identified by one or another of the three regression analyses that exceeded four standard errors are reported in bold. The largest residuals are for 5th grade Mathematics. West Manor residuals, for which the newspaper finding was fully supported, are 74.72 for the newspaper analysis, 75.42 for the longitudinal analysis, and 68.72 for the student demographic analysis. These results are 3-4 standard deviations in size, which would be seen as large by any standard. For example, in education research, when the size of the effect of an intervention is being described, it is often described in terms of numbers of standard deviations. An intervention that has an effect size of .5 standard deviations is seen to be a strong intervention.

For the supported results, Table 4 indicates which analysis found the largest residual. The pattern was for the longitudinal analysis to yield the largest residual. For example, in Perkerson and Usher Elementary Schools 5th grade Reading, the longitudinal analyses got

APS-KAUGUST 00021

by far the largest positive residual in comparison to the other two analyses. We believe that the best control for shifts in student body composition from '08-'09 is represented in the longitudinal analyses, yet often these were also the largest residuals.

Table 5 reports the average residuals for Atlanta public schools by grade, tested subject, and each of the three analyses. First, statewide, the residuals have to average to zero; that is a statistical fact. Each regression predicts values and the average predicted values equal the average actual values. For some schools, the prediction is lower than the achievement level obtained; for others, it's higher. In Table 5, it is clear that the average residuals for the Atlanta public schools do not differ much from zero. In short, across all schools in Atlanta, they are no more likely on average to have a large positive (or a large negative) residual than schools elsewhere in the state. Second, while there are differences across the three analyses, none are striking. All are less than five scale score points. Nevertheless the standard deviations of residuals are systematically larger for Atlanta schools than for the state, with a tendency for the greatest variance in Atlanta to be for the student demographic residuals. The larger variance for Atlanta than for the state is consistent with the greater number of large positive or negative residuals for Atlanta.

In Table 4, we can also investigate the possibility that the unusually large positive or negative residuals identified, each of which exceeded the four standard errors of estimate criterion for size, might hide nearly as large positive or negative residuals that just missed the four standard errors criterion. Not surprisingly, there are additional large positive and negative residuals, but not as many as might be expected. For 5th grade Mathematics, Perkerson has systematically large positive residuals that didn't meet the four standard errors criterion. The residuals for Usher in 5th grade Mathematics are large and positive across all three analyses despite not being flagged in the newspaper analyses. In English Language Arts at the 5th grade level, all three regression analyses showed fairly large positive residuals for Benteen Elementary School, but only two of them matched the four standard errors or more criterion.

In 4th grade for Reading, the negative residual for Toomer comes close to being fully supported as there was a large negative residual for the longitudinal analysis as well that again didn't meet the four standard errors criterion. For English Language Arts, the Blalock and Peyton Forest newspaper identified schools could be considered fully supported, as both the longitudinal and student demographic analyses estimated large positive residuals as well. For 3rd grade English Language Arts, the Blalock large positive residual identified by the newspaper could be considered supported by the student demographic analysis even though the residual didn't quite meet the four standard errors criterion.

We looked at the report "2009 CRCT Analysis by School Report" on the Governor's Office of Student Achievement website. In that report, they list the "percent of classes flagged in the erasure analysis." Eight of the 12 schools flagged by the newspaper analysis have 2/3 or more of their classes flagged in the erasure analysis. The erasure

APS-KAUGUST 00022

analysis was done on the spring 2009 data just the same as the residual regression analyses.

In order to determine the impact of the outliers on district-level performance, we compared the 2009 residuals for all students to the residuals when the students in grade levels and tested subjects flagged as having unusually large positive outliers were deleted from the sample. Because our longitudinal analyses are the most convincing, we identified large positive outliers based solely on longitudinal results. Since we didn't do longitudinal analyses for third grade because we didn't have second grade scores, our comparisons of the effects of unusually large outliers on district level results are limited to each of the three tested subjects in grade 4 and again in grade 5.

There were no outliers identified in grade 4 English Language Arts, nor Reading. Forty three students were eliminated for the reduced sample because of outliers for 4th grade Mathematics. For 5th grade, 63 students from English Language Arts, 132 from Reading, and 105 from Mathematics were eliminated.

Using both the full and reduced databases, we did district level regressions for the state, predicting '09 performance from '08 performance and calculating district level residuals. In the case of 4th grade mathematics, the Atlanta residual went from 1.01 to -.07 after deletion. For grade 5 English Language Arts, the Atlanta residual went from 3.00 to 2.51; for Reading, the residual went from 2.40 to .93 and in Math, from 3.03 to 0.58. District residuals decreased no more than 2.5 scale score points. In contrast, large flagged positive residuals as seen in Table 4 ranged from a low of 26.3 to a high of 75.4 scale score points. We conclude that even if the large positive outliers identified in the longitudinal analyses were due to cheating, and we re not saying that they were, eliminating those data from the sample had only a minimal effect upon district level performance.

The residuals reported for the district can be thought of as an estimate of how much better (or worse) Atlanta's performance in 2009 was from what was predicted from 2008 performance. If Atlanta were getting better over time, these residuals would be positive; if Atlanta were getting worse over time, these residuals would be getting negative. A look at Table 4 indicates that a large majority of the residuals for longitudinal analyses for Atlanta calculated at the school level are positive. The district level residuals are largely positive though not statistically significantly greater than zero. Whether or not outliers are deleted, district level performance in 2009 was slightly but not significantly better than predicted from 2008.

Summary

Over the course of the last several months, several analyses have been conducted of student achievement in Georgia public schools with an eye toward identifying possible instances of cheating. One set of those analyses focused on changes between results in 2007/8 and 2008/9 for grades 3, 4, and 5 on each of the tested subjects, English Language Arts, Reading, and Mathematics. The analyses reported by Heather Vogell in the Atlantic Journal – Constitution used a prior grade in 2008 to predict the following grades

APS-KAUGUST 00023

in 2009 for all of the students in the school in those two years and those grade levels for each of the schools in the state. The newspaper analysis identified 12 schools in Atlanta for which there were unusually large residuals.

The analyses reported here investigated the validity of the newspaper results. The analyses explored the validity of those newspaper results by conducting analyses based just on students who stayed in the same school for testing in 2008 and then again testing in 2009 at the next grade level. These are called the longitudinal results. We also added shifts in student demographics as control variables to the newspaper analyses and these were called the student demographic analyses. Both the longitudinal analyses and the student demographic analyses were meant to provide controls not provided in the newspaper analyses for shifts from one year to the next in student demographics that might have accounted for the unusually large positive and occasionally negative residuals the newspaper identified and that might be an indicator of possible cheating. Newspaper findings not found also in the two additional analyses would be suspect, having not had adequate controls.

First, the size of the positive and occasional negative residuals were often large, as many as 3 or 4 standard deviations in size. Second, many of the newspaper results were supported with both the longitudinal and student demographic analyses. Not all newspaper results were supported and as might be expected, the additional analyses identified additional subjects and grade levels in the already identified schools that might also be outliers having unusually large or occasionally unusually large negative residuals. No additional Atlanta schools in the newspaper dataset were identified by these two additional analyses.

To determine the effect of identified unusually large positive outliers on district level performance, we did district level regressions and calculated district level residuals for each of the tested subjects in grades 4 and 5. Longitudinal analyses were not possible in grade 3 as was noted previously. The impact on district level residuals of deleting outliers was minimal, indicating that overall district level performance in Atlanta improved slightly from 2008 to 2009 with or without outliers. Our two adjacent year analyses do not address the question of the size and direction of district change in achievement over a longer period of years.

We weren't given the more recent erasure analyses published by the governor's office of student achievement at the grade and tested subject level, only at the school level. Eight of the 12 newspaper flagged schools had 2/3 or more of their classes flagged in the erasure analysis.

In summary, controlling for shifts in student demographics from 2008 to 2009 through the longitudinal analyses and the student demographic analyses did not in large part negate the newspaper findings. Schools with unusually large residuals indicating that the school did much better or much worse than would have been expected based on prior achievement found in one analysis tended to be found in the other analyses, as well as in the erasure analyses.

APS-KAUGUST 00024

These results do not prove that cheating occurred, but they do point to student achievement gains and losses that are highly unusual and for which cheating could be one explanation. Nevertheless, unusually large residuals were not systemic across grade levels and tested subjects in a school, suggesting that the unusually large residuals are localized to specific grades and subjects for at least 10 of the 12 schools. Further, the average residuals for Atlanta schools were comparable to the average residuals for schools statewide. To the extent that there were unusually large positive residuals, these were offset by unusually large negative residuals in Atlanta schools. The standard deviations of residuals were, however, larger for Atlanta schools than for schools statewide. In short, there were more large positive and negative residuals for Atlanta schools than was typical for schools in the rest of the state. Finally, it is also true that if a school cheated in 2008 to get better student achievement performance and then cheated again in 2009 in the same way, neither the newspaper analysis, nor our longitudinal and student demographic analyses would flag this school as an outlier with an unusually large residual.

[redacted]

APS-KAUGUST 00025

Table 1: Regression Analyses

School Name	ID	Grade 3									Grade 4									Grade 5								
		ELA			Readin g			Mat h			ELA			Readin g			Mat h			ELA			Readin g			Mat h		
		A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C
Perkerson Elementary	296		n/a			n/a	x		n/a														x	x	x			
Usher Elementary	604		n/a			n/a			n/a														x	x	x		x	
Venetian West Manor Elementary	256	x	n/a		x	n/a			n/a																			
Peyton Forest Elementary	256		n/a			n/a	x		n/a	x																x	x	x
Blalock Elementary	405		n/a			n/a			n/a		x						x						x					
Benteen Elementary	505	x	n/a			n/a		x	n/a		x									x	x	x				x	x	x
Capitol View Elementary	505		n/a		x	n/a			n/a											x	x			x				
Dunbar Elementary F. L. Stanton Elementary	555		n/a		x	n/a			n/a														x	x	x			
Bethune*	556		n/a		x	n/a			n/a															x				
Toomer Elementary*	105		n/a			n/a			n/a														x					
	556		n/a			n/a	x		n/a					x		x				x	x	x	x					

NOTE: * indicates the residuals were negative (school performed significantly worse than predicted)

Note: Column A = Newspaper;Column B = Longitudinal; Column C = Student Dems

778

Table 2: Significant Predictors

Grade	Subject	Analysis	R2	Significant Predictors					
Grade 3	ELA	newspaper	0.72	ela 08					
		longitudinal	n/a						
		school dem	0.57	ela 08	econ. disadvantaged	disability			
	Read	newspaper	0.76	read 08					
		longitudinal	n/a						
		school dem	0.78	read 08	female	american indian	econ. disadvantaged	disability	
	Math	newspaper	0.71	math 08					
		longitudinal	n/a						
		school dem	0.67	math 08	enrollment	econ.disadvantaged	disability		
Grade 4	ELA	newspaper	0.72	ela 08					
		longitudinal	0.56	ela 08					
		school dem	0.56	ela 08	female	multiracial	econ. disadvantaged	disability	LEP
	read	newspaper	0.78	read 08					
		longitudinal	0.50	read 08					
		school dem	0.64	read 08	female	hispanic	multiracial		
	math	newspaper	0.69	math 08					
		longitudinal	0.64	math 08					
		school dem	0.64	math 08	multiracial				
Grade 5	ELA	newspaper	0.73	ela 08					
		longitudinal	0.58	ela 08					
		school dem	0.72	ela 08	enrollment	econ. disadvantaged	disability		
	read	newspaper	0.77	read 08					
		longitudinal	0.59	read 08					
		school dem	0.73	read 08	econ.disadvantaged	disability			
	math	newspaper	0.62	math 08					
		longitudinal	0.66	math 08					
		school dem	0.64	math 08	enrollment	econ. disadvantaged	disability		

779

Table 3: Percent of students tested in 2009 that were tested in the same school in 2008				
School Name	ID	school-wide % 08 to 09 overlap	Gr3 08 to Gr4 09 % overlap	Gr4 08 to Gr5 09 % overlap
STATE RETENTION RATE		76.59	74.78	78.42
APS AVERAGE RETENTION RATE		67.50	66.28	68.78
INDIVIDUAL SCHOOL RETENTION				
Perkerson Elementary School	296	60.34	64.44	57.75
Usher Elementary School	604	72.31	66.13	77.94
Venetian	2568	61.76	61.82	61.70
West Manor Elementary School	2569	75.53	73.68	78.38
Peyton Forest Elementary School	3065	65.57	63.64	67.86
Blalock Elementary School	4052	41.96	39.34	45.10
Benteen Elementary School	5051	63.37	69.49	54.76
Capitol View Elementary School	5054	71.79	67.86	74.00
Dunbar Elementary School	5558	51.56	51.35	51.85
F. L. Stanton Elementary School	5566	67.86	66.13	70.00
Bethune*	1052	70.42	70.42	70.42
Toomer Elementary School*	5567	56.60	51.85	61.54

780

Table 4: Residuals for the 12 Newspaper Identified Schools

School Name	ID	Grade 3 ELA A	Grade 3 ELA B	Grade 3 ELA C	Grade 3 Read A	Grade 3 Read B	Grade 3 Read C	Grade 3 Math A	Grade 3 Math B	Grade 3 Math C	Grade 4 ELA A	Grade 4 ELA B	Grade 4 ELA C	Grade 4 Read A	Grade 4 Read B	Grade 4 Read C	Grade 4 Math A	Grade 4 Math B	Grade 4 Math C	Grade 5 ELA A	Grade 5 ELA B	Grade 5 ELA C	Grade 5 Read A	Grade 5 Read B	Grade 5 Read C	Grade 5 Math A	Grade 5 Math B	Grade 5 Math C
STATE AVERAGE RAW RESIDUALS		0.0		0.0	0.0		0.0	0.0		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
APS AVERAGE RESIDUALS		-1.6		-4.6	2.9		0.1	-1.4		-3.3	0.2	1.7	-4.4	-0.4	0.3	0.3	-0.5	-0.8	-3.3	1.1	2.9	0.8	0.8	1.0	0.3	1.0	1.4	-0.5
INDIVIDUAL SCHOOL RESIDUALS																												
Perkerson	396	10.8	~	11.7	19.7	~	**25.0**	13.5	~	19.3	10.8	-4.6	17.0	13.1	21.1	21.4	13.3	-9.5	-9.7	0.9	13.3	1.5	**26.5**	**34.2**	**24.0**	23.3	20.6	18.2
Usher	604	22.8	~	16.1	4.0	~	9.7	12.7	~	12.1	2.0	4.9	3.7	6.5	9.5	6.5	12.8	13.2	13.2	13.3	22.4	13.8	**22.0**	**30.5**	**22.5**	29.7	**45.2**	27.1
Venetian	2568	**29.9**	~	7.6	**27.1**	~	17.5	16.4	~	-6.1	-7.7	2.7	-4.8	9.2	24.5	10.0	13.5	0.6	10.9	15.8	11.6	13.5	17.5	15.1	14.6	3.8	2.5	0.0
West Manor	2569	13.5	~	8.6	19.7	~	**37.1**	18.3	~	**48.4**	5.4	1.2	-1.5	7.7	3.1	11.2	4.4	-0.3	2.8	16.3	18.6	16.6	10.3	8.8	9.1	**74.7**	**75.4**	**68.7**
Peyton Forest	3065	2.8	~	18.0	-5.6	~	1.6	15.5	~	8.8	**29.0**	30.2	28.7	16.1	27.9	16.3	**59.3**	**64.0**	**60.2**	19.3	22.0	18.5	**19.6**	18.7	17.4	12.6	14.6	8.9
Blalock*	4052	**35.8**	~	27.5	22.4	~	11.9	**40.0**	~	21.3	**24.5**	19.2	24.3	12.8	12.1	10.2	9.1	5.9	8.5	**40.5**	**40.5**	**40.3**	10.1	3.6	8.3	**72.0**	**67.1**	**65.0**
Benteen	5051	-4.1	~	-1.2	**31.2**	~	4.5	35.5	~	31.3	14.8	19.2	15.2	11.9	-0.5	10.2	-5.7	9.3	7.9	**25.1**	**50.1**	23.9	11.2	**26.3**	9.2	7.3	15.3	4.2
Capitol View	5054	23.4	~	-7.5	**33.0**	~	-3.5	25.3	~	6.1	15.7	-0.6	16.3	17.6	-7.9	20.3	2.2	10.0	-1.3	-0.5	2.7	-1.3	9.5	11.8	8.8	-0.3	-5.5	-3.8
Dunbar	5558	-8.1	~	1.3	0.2	~	-0.9	1.4	~	11.8	22.3	20.1	17.2	-1.4	10.9	0.4	37.5	39.1	38.7	-3.6	21.6	0.0	**21.7**	**27.8**	**23.4**	9.5	14.8	12.1
F. L. Stanton	5566	4.7	~	5.2	**24.4**	~	13.0	11.5	~	9.3	-1.3	0.0	3.3	-0.4	-0.3	-3.3	-9.2	12.0	-7.7	20.1	19.1	20.6	13.6	10.7	12.7	19.1	15.4	16.6
Bethune*	1052	-1.1	~	-6.4	-0.3	~	-2.0	-3.6	~	13.7	13.9	11.8	7.1	6.6	1.2	8.3	9.1	6.4	7.8	18.0	16.4	17.1	**21.8**	18.4	19.3	34.0	29.4	31.2
Toomer	5567	-4.2	~	-9.4	-4.1	~	**24.7**	29.5	~	28.1	16.4	-4.6	-6.0	**33.9**	29.3	**34.9**	13.2	23.1	21.1	**54.5**	**46.0**	**49.5**	**25.8**	22.5	19.7	-8.2	-4.5	-4.9

NOTE: * indicates the residuals were negative (school performed significantly worse than predicted)

Note: ~ indicates entries of n/a

Bolded cells are subject/grades that were identified as outliers

781

Table 5: Average Residuals and Standard Deviations for the Atlanta Schools

			Standardized Residuals			Unstandardized Residuals		
			Average APS Residual	APS Residual SD	State Residual SD	Average APS Residual	APS Residual SD	State Residual SD
Grade 3	ELA	newspaper	-0.26	1.737	1.003	-1.61	10.841	6.193
		longitudinal	n/a			n/a		
		school dem	-0.54	1.177	0.995	-4.60	10.060	8.501
	Read	newspaper	0.51	1.818	1.003	2.90	10.474	5.714
		longitudinal	n/a			n/a		
		school dem	0.02	1.820	0.995	0.10	9.406	5.142
	Math	newspaper	-0.14	1.492	1.004	-1.35	15.051	10.011
		longitudinal	n/a			n/a		
		school dem	-0.29	1.326	0.995	-3.26	14.921	11.200
Grade 4	ELA	newspaper	0.04	1.720	1.003	0.20	10.480	6.080
		longitudinal	0.20	1.320	1.000	1.69	11.091	8.399
		school dem	-0.45	2.783	0.995	-4.44	27.562	9.851
	read	newspaper	-0.08	1.804	1.002	-0.40	9.794	5.388
		longitudinal	0.03	1.183	1.000	0.27	12.039	10.169
		school dem	0.03	1.274	0.995	0.29	11.120	8.680
	math	newspaper	-0.06	1.465	1.004	-0.51	14.308	9.741
		longitudinal	-0.07	1.388	1.000	-0.76	15.419	11.107
		school dem	-0.26	2.243	0.995	-3.26	28.469	12.627
Grade 5	ELA	newspaper	0.19	2.168	1.008	1.10	12.745	5.862
		longitudinal	0.35	1.719	1.000	2.88	14.003	8.143
		school dem	0.13	1.950	0.995	0.79	12.148	6.199
	read	newspaper	0.16	2.146	1.005	0.80	10.362	4.816
		longitudinal	0.16	1.838	1.000	1.01	11.504	6.257
		school dem	0.05	1.938	0.995	0.27	9.714	4.986
	math	newspaper	0.09	1.608	1.006	1.04	19.636	12.171
		longitudinal	0.13	1.706	1.000	1.40	19.001	11.132
		school dem	-0.04	1.601	0.995	-0.47	17.791	4.986

782

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Re: Interview of Dr. Beverly L. Hall

Dear Mike, Bob and Richard:

During your interview of Dr. Hall on May 18, 2011, you asked about several matters which we indicated we would look into further and get back to you on Dr. Hall's behalf. The first of those matters relates to your questions to Dr. Hall inquiring whether APS staff lawyers had done work for her personally or for family members. In responding to the question, Dr. Hall answered generally "no," but she then discussed an episode which you acknowledged recognizing, involving Mr. Felipe J. Farley.

As we understand the matter, at some point, Dr. Hall asked APS General Counsel, Ms. Veleter Mazyck, whether a staff lawyer might answer a question that Dr. Hall was relaying on behalf of her husband. The details of this request are now sketchy, but Ms. Mazyck considered the matter *de minimis* and told Dr. Hall that she had no objection to the request. Dr. Hall followed up by asking, whatever the question was, of Mr. Farley. Shortly thereafter, Mr. Farley gave Dr. Hall several pages which appeared to have been copied from some source, in response to Dr. Hall's question. Our understanding is that the matter ended there and that nothing more was asked of Mr. Farley. We believe these events occurred sometime in early 2007, prior to Mr. Farley's termination from APS.

On July 7, 2009, more than two years after this innocuous request, Mr. Farley sent Dr. Hall a document which he characterized as an "Invoice for personal legal work." In subsequent emails and correspondence from Ms. Mazyck and other outside counsel to Mr. Farley, even as late as December, 2010, Mr. Farley was asked to provide the basis for his invoice and to explain the nature of his representation warranting a $2,800.00 fee request. Mr. Farley

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was reminded of a lawyer's obligation under Rule 1.4 of the Georgia Rules of Professional Responsibility, providing, *inter alia*, "A lawyer shall ... promptly comply with reasonable requests for information." Additionally, Rule 1.5(b) was pointed out to him. That rule, provides that "[w]hen the lawyer has not regularly represented the Client, the basis of the fee shall be communicated to the client, preferably in writing, before or within a reasonable time after commencing the representation." Despite repeated requests, Mr. Farley has never provided any such information to support his request for payment.

You also questioned Dr. Hall regarding an investigation focusing on Parks Middle School involving, among others, allegations that school personnel had received specific test information in advance of the 8th Grade Writing Test administered on January 18-19, 2006. You questioned Dr. Hall about an investigative note entry on an invoice indicating that the investigator met with Dr. Hall in May, 2006. Dr. Hall advised you that she has no recollection of any such meeting. We now also have conferred with Milicent Few and with Demaris Perryman Garrett, who also purportedly attended such a meeting. Neither of them had any recollection of such a meeting. As for the underlying allegations from the 2006 investigation, we would note that the report focused on more than allegations of cheating and was largely inconclusive in its findings on the various issues it attempted to address. We understand that testing materials for the 2006 Writing Test were not sent to the school until January 6, 2006, and thus would not have been available to anyone at Parks before that time, certainly not in December of 2005 as alleged. As for testing prompts and practice questions, we understand that such materials are generally available and are not, in themselves, an indication of cheating. Beyond this information, and given that you have advised us not to attempt to question the investigator himself, we have nothing else to offer regarding your questions about the Parks investigation and leave conclusions about that report and investigation to your assessment.

We also feel we should address some of your questions concerning the Porter Report. As you know, that report was commissioned by the Atlanta Education Fund (the "AEF") to assist APS in its consideration of allegations raised in articles published by the Atlanta Journal – Constitution (the "AJC") on October 17 and 19, 2009. In those articles, the newspaper used statistical linear regression techniques to compare average students' third, fourth and fifth grade scores in 2009 to the averages for the previous grades in 2008, ignoring changes in students, teachers, curriculum, etc. This analysis confirmed that the 2008 scores validly predicted some 80 percent of the expected scores in the next highest grades in 2009. Yet, according to the articles, some average scores improved astronomically from year to year; others deteriorated sharply.

The newspaper cited a dozen elementary schools in Atlanta with "extraordinary gains or drops in scores" between spring 2008 and spring 2009. However, even as to those schools, the authors of the articles acknowledged that their analysis was not conclusive, conceding that:

> There are limits to this analysis. Data publicly available from the state do not permit tracking students' individual scores from year to year. And because we were able to look at average scores only, student mobility could create score variations not accounted for by the formula derived from the regression. This is especially true for schools and grades with smaller enrollments.

All in all, the AJC raised questions without providing answers.

Dr. Andrew Porter was asked by the AEF to review the validity of the newspaper's methodology. Dr. Porter affirmed that scores at a limited number of schools were statistically improbable but neither confirmed nor refuted cheating. Instead, he merely said it was appropriate to ask whether cheating had occurred.

By controlling for changes in student body composition and variations due to demographic factors, Dr. Porter determined that more than one-third of the statistical irregularities the AJC had cited were less dramatic than the newspaper had suggested. Moreover, no patterns of unusually large residuals emerged from his analysis:

> [N]o one school was identified as having unusually large positive residuals across all grades and subjects tested. To the contrary, the unusually large positive residuals that were fully supported were unique to a specific grade level and tested subject at a specific school. . . . Large residuals were not systemic."

(Id. at 3). He cautioned that:

> These results do not prove that cheating occurred, but they do point to student achievement gains and losses that are highly unusual and for which cheating could be one explanation.

Based on your questions, you seem to have the mistaken impression that Dr. Hall somehow caused the Porter Report to "disappear." She most definitely did not. As she has explained repeatedly, she received a copy of the completed report as an attachment to a "Gmail" message from Dr. Porter after he already had sent it to officials at the AEF. Once Dr. Hall confirmed with the AEF that the report was being given due consideration, and once she

understood that the AEF intended to provide the report to the BRC and Caveon's Dr. Fremer to address as the BRC and Caveon deemed fit, she deleted the message and its attachment from her Gmail inbox, as is her practice, and Google ultimately discarded it per Google's standard retention policy. The report has never disappeared. The original, completed report has been held at all times by the AEF, the entity that commissioned it.

When the AJC's Heather Vogel asked for the report on July 22, 2010, she initially was told by email that a copy of the report did not exist within the district. However, a mere 16 minutes after the initial APS email was sent, a follow-up email advised Ms. Vogel that the AEF had the report and that it related to the BRC investigation which was still under way. Ms. Vogel promptly acknowledged receipt of that email but evidently made no effort to pursue a copy from the AEF. Instead, she apparently obtained a copy from another source in the fall and at that time wrongly suggested that APS had hidden it from her.

Any suggestion that APS deflected the AJC's request for the Porter Report in order to cover up his conclusions is entirely unfounded. First, there was no reason to "cover up" its conclusions, which were merely preliminary and by no means pointed to widespread irregularities. But more importantly, by the time Dr. Porter completed his report in May, 2009, circumstances had changed dramatically. GOSA had issued its erasure analysis, questioning not 12 APS schools as had the AJC, but a full 58; APS had publicly acknowledged the need for further investigation, and the BRC's inquiry mandated by GOSA had been under way for more than 3 months. In short, as of May, 2009, Dr. Porter's findings were old news at best and were now subsumed in the larger review being conducted by the BRC.

Far from covering up the alleged improprieties his report recognized as possible, APS effectively highlighted and expanded upon what Dr. Porter's statistics may have indicated through its publication of the Blue Ribbon Commission Report and the Caveon Test Security analysis. Dr. Porter found that CRCT scores at 12 APS schools reflected "unusually high residuals, indicative of statistical improbability. The Caveon erasure analysis incorporated in the Blue Ribbon Commission Report cited facts about those same schools that were more detailed and raised far more issues than did Dr. Porter's findings, which were essentially subsumed within Caveon's conclusions.

The Caveon findings reported by the BRC were based, as GOSA required, on the statistical analysis CTB McGraw Hill had performed for GOSA earlier in 2010. Assuming that the CTB McGraw-Hill analysis is valid (which is by no means clear), and assuming that a high number of erasures implies cheating, the BRC Report inevitably gave a far greater indication of probable impropriety than Dr. Porter's linear regressions had revealed. That indication was strengthened by the BRC's recommendation that 109 education professionals should be

investigated further. Unlike Dr. Porter, the BRC did not declare that cheating was only "one explanation" for the oddities indicated by GOSA's erasure analysis. In short, Dr. Porter's preliminary statistical review pales in comparison to the BRC report.

Dr. Hall has consistently explained what she did with the Porter report. While you question how she handled the report, the simple truth is it never "disappeared," but remained with the AEF and was subsumed within the more expansive BRC report. APS later withheld the report from the AJC based on the exemption for matters under investigation – which clearly it was. At the time, the AJC did not contest that exemption and did not pursue obtaining the report from the BRC. We hope you will agree, in the face of these facts, that there is no legitimate basis upon which to conclude that Dr. Hall acted improperly with respect to the Porter report, much less that she tried to suppress it.

Sincerely,

Richard H. Deane, Jr.

David J. Bailey

Enclosure

cc: Dr. Beverly L. Hall

ATI-2475148v3

PORTER REPORT

PORTER REPORT SUBSUMED WITHIN CAVEON FINDINGS

Caveon assigned eight of the twelve schools highlighted by the AJC and Dr. Porter to its "High Erasure" category, defined in the BRC Report as "more erasures than 2x the median; ELA – 7, Reading – 7, Mathematics – 9." (BRC Report, App. 4 at 7). Scores of these schools were said to have been highly improbable. The BRC flatly stated that, "These schools have a ***minimum*** of 1 in 1,000,000,000,000 chance of their results occurring randomly." (BRC Report at 15; emphasis added)

The four schools of the AJC/Porter twelve not assigned to the "High Erasure" group – Benteen Elementary, West Manor Elementary, Toomer Elementary, and Bethune Elementary – by no means were exonerated. Caveon ranked Benteen with four other schools "flagged with anomalous data for specific grade-subject groups." (BRC Report, App. 4 at 13) This was consistent with the findings of both the AJC and Dr. Porter, both of whom had noted extraordinary gains only in Benteen's Grade 3 Reading and Grade 5 English/Language Arts ("ELA"). Caveon expanded upon that by observing that those Grades experienced a 100% pass rate coupled with a high rate of answer sheets with seven or more erasures, an unexpected number of which were wrong-to-right. (Id.) In keeping with Porter's analysis, Caveon grouped West Manor with five other schools "where test scores increased in at least one grade-subject combination through erasures on the answer sheets." (BRC Report, App. 4 at 14) The BRC Report declared that a full 17% of Grade 3 Math answer sheets at West Manor exhibited higher than expected wrong-to-right erasures, with erasures contributing to an estimated thirty-two score increases, as against seven decreases. (Id.)

As for Toomer Elementary and Bethune Elementary, AJC had claimed only an extraordinarily improbable decrease, not an increase, in that school's scores. Although Dr.

Porter was able to confirm that claim for only two of three subjects at Toomer, Caveon classed Toomer among schools "with identifiable patterns of statistical flags relating to teachers within the grade or across subject areas within the school that could indicated the presence of an irregularity" and "observed high erasures with score increases in Reading." (BRC Report, App. 4 at 17) And while Caveon prioritized Bethune Elementary among the least problematic of the fifty-eight schools listed in the GOSA erasure report, that listing is consistent with Dr. Porter's analysis, which did not support the AJC's conclusion that scores at Bethune were more than four standard deviations lower than expected.

Statements made in the BRC Report about the eight "High Erasure" schools added details not found in the Porter Report – details that clearly implied that cheating was more than merely "one explanation" for what occurred. For example, Blalock Elementary was described as having high erasures "overall," with thirty-five of thirty-six answer sheets in one Grade 3 classroom in that category (an occurrence said to have less than a one in one quadrillion probability of being random), and with 46 of 48 "high erasure" answer sheets in a Grade 5 classroom (the chance of which was said to be only one in one quintillion). (BRC Report, App. 4 at 11) Capital View Elementary was said to have "high erasures" overall with greater than 90% pass rates in Grades 1, 3, 4, and 5 and with nine of sixteen teachers "flagged" for high erasures in more than one subject. (Id.) Grade 5 at Capital View was found to have 31% of its answer sheets with higher than expected wrong-to-right erasures, as compared with 9% expected, with thirty-five scores increasing due to erasures and 9 decreasing. (Id.)

At Dunbar Elementary, answer sheets also exhibited "high erasures" overall. (BRC Report, App. 4 at 12) There, thirty-three of thirty-six answer sheets in one Grade 5 teacher's class showed high erasures (the odds of which were stated as one in one trillion); and Caveon

singled out one Grade 3 teacher for high wrong-to-right erasures in Math. (Id.) High overall erasures were reported for F. L. Stanton Elementary as well, where passing rates were passing rates 90% for ELA, 91% for Reading, and 84% for Math. (Id.) At F. L. Stanton, one Grade 3 Math teacher had fifteen answer sheets with score increases; every teacher was flagged for at least one subject in Grades 4 and 5; and, for Grade 5 math, 24% of the answer sheets reflected higher than expected wrong-to-right erasures, with thirty-three scores increasing and fifteen decreasing. (Id.)

Answer sheets at Perkerson Elementary were found to have high erasures coupled with high pass rates in Reading and Math and higher than expected wrong-to-right erasures in ELA across the board. (BRC Report, App. 4 at 7) For Reading, "[s]core increases appeared to be present in all grades with the greatest increase in Grade 4." (Id.) Moreover, 29% of Grade 5 answer sheets exhibited higher than expected wrong-to-right erasures, and forty-three scores increased due to erasures, as compared with only fourteen decreases. (Id.)

At Peyton Forest Elementary, Caveon found "high erasures" overall and overall passing rates in all three subjects from 93% to 97%. (BRC Report, App. 4 at 10) One Grade 5 teacher at Peyton Forest was flagged for high erasures in all subject areas, with thirty-nine of forty-five answer sheets with high erasures. (Id.) Caveon declared that, "The probability that the answer sheets for this teacher were representative of the population of answer sheets is less than one in 10 trillion." (Id.) In Grade 2 at Peyton Forest, erasure-based score increases outpaced decreases by two to one. (Id.)

Usher Elementary also was found to have high overall erasures in all subjects coupled with high overall passing rates as well as wrong-to-right erasures higher than expected. (BRC Report, App. 4 at 7-8) In all three subjects, there were substantially more scores that increased

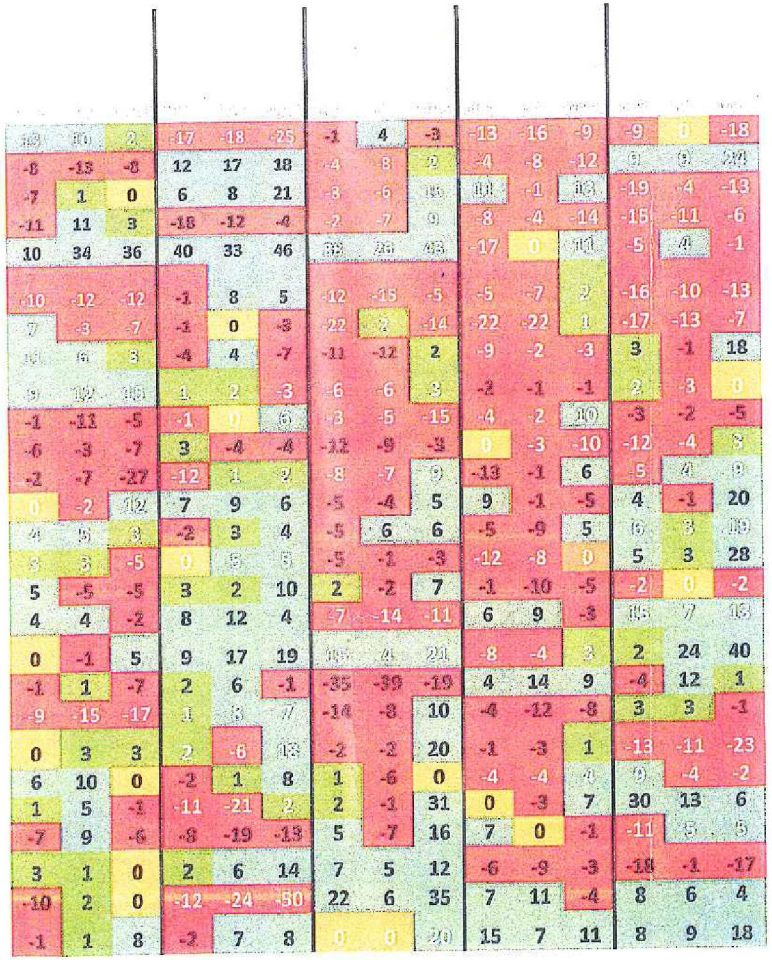
due to erasures than scores that decreased. Observing that Grade 5 pass rates for ELA, Reading, and Math were 97%, 96% and 92%, respectively, Caveon noted that three of the school's four Grade 5 teachers were flagged for high erasures in all three CRCT subject areas. It also reported that erasures in one Grade 3 teacher's classroom increased sixteen Math scores but decreased only three. (Id.)

Answer sheets at Venetian Hill Elementary, the last of the AJC/Porter schools assigned to Caveon's "High Erasure" category, were said to have shown "high erasures" overall, with overall pass rates of 85% or better in all three subjects. (BRC Report, App. 4 at 8) High erasures were found in every subject in every grade and classroom tested at Venetian Hills, with the exception of ELA and Reading in Grades 2 and 3. (Id.)

Elementary School Comparison for 2008 to 2009 CRCT

RED is equal to a decline in performance on CRCT.
Dark Green is equal to improved performance (4% or higher) on CRCT.
Bright Green is equal to slight improved performance (1%-3%) on CRCT.
Orange is equal to constant performance (0%) on CRCT.
Black Font = 25% or more of the classes within the grade-level are flagged.

SchoolName	SRT	# of Classes	# of Classes Flagged _WTR	% of Classes Flagged _WTR	# of sections with a mean of 10 or more	AYP	Target
KIMBERLY ELEM	1	60	7	11.7%	0	D (5)	19%
BOLTON ACADEM	4	69	11	15.9%	0	D (4)	30%
GROVE PARK EL	4	75	15	20.0%	1	Adequate	37%
HERNDON ELEME	1	54	11	20.4%	0	D (5)	22%
WILLIAMS ELEM	4	54	11	20.4%	1	NI (No AYP)	52%
PARKSIDE ELEM	3	75	16	21.3%	0	Adequate (NO AYP)	7%
TOOMER ELEMEN	3	42	9	21.4%	0	D (5)	26%
MILES ELEMENT	1	60	13	21.7%	0	D (5)	26%
BETHUNE ELEME	1	78	18	23.1%	0	D (5)	19%
M A JONES ELE	1	78	18	23.1%	1	D (5)	56%
CLEVELAND ELE	2	69	18	26.1%	0	D (5)	15%
ADAMSVILLE EL	1	72	20	27.8%	0	D (6)	41%
HERITAGE ACAD	2	78	22	28.2%	0	D (3)	63%
CASCADE ELEME	1	66	19	28.8%	0	D (5)	78%
C W HILL ELEM	3	51	15	29.4%	2	D (6)	44%
SLATER ELEMEN	2	99	30	30.3%	4	D (3)	33%
DOBBS ELEMENT	2	90	30	33.3%	2	D (1)	63%
THOMASVILLE H	2	87	34	39.1%	3	Adequate (Made AYP)	33%
FAIN ELEMENTA	1	78	31	39.7%	2	D (9)	41%
COOK ELEMENTA	3	54	22	40.7%	3	D (7)	41%
EAST LAKE ELE	3	50	21	42.0%	0	D (5)	63%
BEECHER HILLS	1	54	23	42.6%	1	D(7)	52%
BENTEEN ELEME	2	51	22	43.1%	4	D (5)	81%
HUMPHRIES ELE	2	45	21	46.7%	2	D (5)	74%
HUTCHINSON EL	2	66	31	47.0%	1	Adequate (NO AYP)	26%
WHITE ELEMENT	4	57	27	47.4%	1	D (5)	70%
DEERWOOD ACAD	1	90	43	47.8%	0	Adequate (Made AYP)	74%



RPA
Updated: 2/18/10

Elementary School Comparison for 2008 to 2009 CRCT

RED is equal to a decline in performance on CRCT.
Dark Green is equal to improved performance (4% or higher) on CRCT.
Bright Green is equal to slight improved performance (1%-3%) on CRCT.
Orange is equal to constant performance (0%) on CRCT.
Black Font = 25% or more of the classes within the grade-level are flagged.

SchoolName	SRT	# of Classes	# of Classes Flagged _WTR	% of Classes Flagged _WTR	# of sections with a mean of 10 or more	AYP	Target													
FINCH ELEMENT	1	75	36	48.0%	0	D (3)	22%	-6	-14	-14	-5	-9	-9	2	-6	-8	5	-1	12	-24	-18	-12
FICKETT ELEME	1	72	37	51.4%	1	D (5)	63%	-4	-10	-6	5	-6	-6	12	2	15	6	7	1	-5	-3	-2
WEST MANOR EL	1	51	28	54.9%	4	D (5)	93%	-1	1	1	-3	-3	-5	12	4	8	11	8	30	7	2	9
BOYD ELEMENTA	4	57	32	56.1%	1	D (7)	37%	-1	-1	-7	3	12	7	-4	-6	2	3	-4	-3	-18	0	-5
D H STANTON E	2	48	28	58.3%	0	D (9)	63%	-10	-4	-15	-5	-1	0	2	-16	0	-1	-5	-11	3	-4	16
WHITEFOORD EL	3	54	32	59.3%	0	D (5)	44%	3	-5	[illegible]	-4	-10	-10	5	-3	5'	-1	-1	4	0	4	19
WOODSON ELEME	4	60	38	63.3%	2	D (5)	44%	-3	-3	-10	3	5	1	-3	1	28	-15	-6	-8	-7	2	10
TOWNS ELEMENT	4	66	42	63.6%	3	D (5)	52%	3	7	7	6	18	15	-18	-7	-17	-5	5	-23	3	5	6
PERKERSON ELE	1	72	48	66.7%	4	D (1)	74%	15	13	6	-4	7	7	13	2	20	[illegible]	-7	[illegible]	37	5	47
BLALOCK ELEME	4	39	26	66.7%	6	D (4)	89%	4	8	8	-13	[illegible]	-9	8	7	16	7	11	27	3	1	5
SCOTT ELEMENT	4	75	51	68.0%	9	D (5)	67%	9	10	9	-5	-8	-2	8	-12	13	4	2	8	-3	9	7
DUNBAR ELEMEN	2	51	35	68.6%	7	D (5)	67%	11	13	3	5	9	1	4	6	28	-35	-17	17	-13	-26	13
CONNALLY ELEM	1	78	55	70.5%	7	D (6)	52%	6	1	5	10	1	4	-8	-8	-3	1	2	5	2	-3	10
CAPITOL VIEW	2	48	34	70.8%	5	D (7)	74%	-6	0	-2	-5	4	-7	1	4	-3	1	1	1	0	0	9
VENETIAN HILL	1	69	52	75.4%	9	D (5)	70%	0	2	2	0	5	6	-8	-13	3	-8	2	10	4	14	1
USHER ELEMENT	4	51	40	78.4%	8	D (5)	48%	11	10	11	-3	-3	-3	-2	-9	-1	0	-2	-4	5	3	17
F L STANTON	4	42	35	83.3%	5	D (7)	85%	8	16	14	2	1	-7	-4	-5	-9	6	11	10	-10	1	-10
PEYTON FOREST	1	72	62	86.1%	7	D (5)	93%	2	3	0	4	8	3	2	9	22	6	-1	5	-1	3	11
GIDEONS ELEME	2	69	61	88.4%	7	D (6)	48%	-7	-4	-5	-1	2	1	-6	-3	5	-8	-5	0	3	0	3

Middle School CRCT Comparison for 2008 to 2009.

RED is equal to a decline in performance on CRCT.
Dark Green is equal to improved performance (4% or higher) on CRCT.
Bright Green is equal to slight improved performance (1%-3%) on CRCT.
Orange is equal to constant performance (0%) on CRCT.
Black Font = 25% or more of the classes within the grade-level are flagged.

SchoolName	SRT	# of Classes	# of Classes Flagged_WTR	% of Classes Flagged_WTR	# of sections with a mean of 10 or more erasures	AYP	Target	RD6	LA6	MA6	RD7	LA7	MA7	RD8	LA8	MA8
YOUNG MIDDLE	1	114	13	11.4%	0	D (3)	63%	-8	-2	-7	-3	-2	2	5	5	27
LONG MIDDLE S	2	97	12	12.4%	0	Adequate (made AYP)	56%	-3	5	5	-1	-9	-2	9	20	17
HARPER ARCHER	4	141	34	24.1%	15	NI (4) No AYP	52%	0	6	38	1	1	22	10	2	46
BENJAMIN S CA	4	30	9	30.0%	0	NA	NA							13	13	31
COAN MIDDLE S	3	51	16	31.4%	6	D (2)	15%	-12	-5	4	-16	-8	-15	-6	-8	-7
CRIM HIGH SCH	OHS	3	1	33.3%	0	NI (10) No AYP	NA							22	17	0
KENNEDY MIDDL	1	79	42	53.2%	1	Adequate (made AYP)	63%	3	5	9	1	3	11	12	5	11
TURNER MIDDLE	4	63	34	54.0%	3	NI (6) made AYP	78%	15	17	46	6	3	14	6	4	22
PARKS MIDDLE	2	57	51	89.5%	4	D (2)	48%	2	6	-17	-8	-8	-8	5	3	4

Charter School CRCT Comparison for 2008 to 2009.

RED is equal to a decline in performance on CRCT.
Green is equal to improved performance (4% or higher) on CRCT.
Yellow is equal to slight improved performance (1%-3%) on CRCT.
Orange is equal to constant performance (0%) on CRCT.

SchoolName	# of Classes	# of Classes Flagged_WTR	% of Classes Flagged_WTR	# of sections with a mean of 10 or more erasures	AYP	Target	RD1	LA1	MA1	RD2	LA2	MA2	RD3	LA3	MA3	RD4	LA4	MA4
UNIVERSITY CO	60	15	25.0%		0 (4)	NA	2	-3	5	-11	-15	-6	-1		-11	-7		

RD5
LA5
MA5
RD6
LA6
MA6
RD7
LA7
MA7
RD8
LA8
MA8
-16
-7
-8
9
11
4

THE GOVERNOR'S OFFICE of STUDENT ACHIEVEMENT

Components of a Rigorous District-Level Investigation

A district's investigation of individual schools placed in moderate and severe concern categories in response to the Office of Student Achievement's findings of the 2009 CRCT comprehensive analysis must include the following components at a minimum.

I. **Training**
   a. Provide a description of test administration training and to whom it was provided at each flagged school.
   b. Identify, by flagged school, who handled the materials in any way but did not receive test administration training. Districts are expected to have written documentation that details who received training.

II. **Access to Test Materials**
   a. Determine and describe the manner in which test materials were distributed and collected at each flagged school, detailing a) any discrepancies between this process and the guidelines set forth by the GaDOE, and b) corrective action taken in response to such discrepancies.
   b. Determine and describe any irregularities found regarding the administration of the test at each flagged school, including for example, test materials retained beyond the allotted time according to the test manuals, etc., and corrective action taken in response to such irregularities.
   c. Determine which employees at each flagged school (including administrators, teachers, clerical staff, counselors, paraprofessionals or other employees) had access to secure test materials before and after testing during each day that test documents were kept in the school building. Describe corrective action taken in response to employees other than administrators handling secure test materials outside of actual test administration. Determine whether any employee altered student responses on test documents at each flagged school and describe how test tampering occurred and corrective action taken.
   d. Determine and describe the manner in which test documents were transported from each school in the moderate or severe concern categories to the central office after testing concluded and prepared for the State's testing vendor. Determine whether any employee altered student responses on test documents during this time and describe how test tampering occurred as well as corrective action taken.

III. **Variance in Erasure Data**
   a. Based on the investigation conducted by the LEA, describe what the district learned about the test environment at each flagged school that explains why its erasure data varies significantly from the rest of the State's testing population.
   b. Describe the changes the district will make in its testing procedure based on what was learned from the investigation, including how it will incorporate recommendations made by the Office of Student Achievement.

Districts having fewer than five schools to investigate must submit a comprehensive narrative by school to OSA by **April 1, 2010**, and those having more than five schools must submit their report to OSA by **May 14, 2010**. OSA is happy to serve as a resource to districts in the course of their investigations.

THE GOVERNOR'S OFFICE of STUDENT ACHIEVEMENT

This document is intended to provide additional information to LEAs that govern schools placed in moderate and severe concern levels as a result of the statewide 2009 CRCT erasure analysis.

Result Categories

OSA aggregated CTB-McGraw Hill's classroom-level flagging data to a school level to report the percentage of classrooms flagged by school for having an unusually high number of wrong-to-right (WTR) changes. Each school across the state was then placed into one of four categories: Clear of Concern, Minimal Concern, Moderate Concern, and Severe Concern.

	State Action	LEA Action	LEA Student Support
Severe Concern (24.6% or more of classrooms flagged)	State Monitors during Spring 2010 CRCT	1) LEA conducts an investigation to identify causes of irregularities and corrective action taken as necessary. 2) Submit results of investigation to OSA 3) Rotate teachers during CRCT.	1) Notify parents of irregularities found as necessary 2) Offer student support services as appropriate based on outcomes of LEA investigation
Moderate Concern (10.6% - 24.4% of classrooms flagged)	Random Spot Checks by State Monitors	1) LEA conducts an investigation to identify causes of irregularities and corrective action taken as necessary. 2) Submit results of investigation to OSA 3) Rotate teachers during CRCT. 4) Monitor test environment.	1) Notify parents of irregularities found as necessary 2) Offer student support services as appropriate based on outcomes of LEA investigation
Minimal Concern (5.5%-10.4% of classrooms flagged)	N/A	1) LEA to monitor test environment of flagged schools; **OR** 2) LEA to rotate teachers in flagged schools.	1) Offer student support services as appropriate based on any concerning irregularities found.
Clear of Concern (0-5.4% of classrooms flagged)	N/A	N/A	N/A

To save LEAs the trouble of calculating percentages by school, OSA has posted a complete file here.

Investigation Resources

LEAs with schools placed in moderate and severe levels of concern must conduct a rigorous investigation of those schools that conforms to guidelines (shared with superintendents on 2/12/10) to determine the cause of testing irregularities. ***In general, the bigger the flag in any given classroom, the more pressing the need for substantial explanation as to why that classroom's wrong-to-right (WTR) changes varied so significantly from the rest of the state's testing population for that grade and subject.***

Both OSA and the Professional Standards Commission (PSC) are available as resources to LEAs before, during, and after the investigative process. The Excel files that have been shared with LEAs contain detailed information that provides a picture of each tested classroom. For example, looking at the 50th percentile data (P50) of a flagged classroom shows that half of the students in that class had that number (or more) of wrong-to-right changes. In addition, the total number of WTR changes in each classroom also provides insight into how pervasive the irregularities were among students in that classroom.

Investigations must be conducted by personnel from the LEA central office, the local board, or a qualified third party skilled in audit and fraud examination, rather than data analysis. The erasure analysis includes detailed quantitative data which suggests that testing irregularities, while not a certainty, are more likely to have occurred in the schools in the Moderate and Severe Concern categories than in other Georgia schools. The main purpose of LEA investigations is to determine whether any irregularities in process occurred regarding test administration, collection, security, etc. This requires qualitative work, such as interviews and analysis of documentation regarding test administration training, dissemination and collection, etc.

Schools, including principals, cannot investigate themselves. OSA has received requests from LEAs for names of local experts in this field. Some reputable firms known for this type of work include:

KPMG
Chuck Riepenhoff, Managing Director Forensic, 404.222.3289
Joseph Sullivan, Managing Director Forensic, jcsullivan@kpmg.com 404.222.3262
Earl Fagan, Jr., Director Forensics, efagan@kpmg.com 404.222.7375
Melvin Benson, Director Forensics, melvinbenson@kpmg.com 404.222.3333

Deloitte
Randy Stellwag, rstellwag@deloitte.com 215.246.2399
Jim Lombardo, Director of Forensic and Dispute Services, jimlombardo@deloitte.com 203.436.3086
Daniel Zielke, Director, 404.220.1973

Ernst and Young
Steven Kuzma, 404.817.4280
Richard Corgel, 213.977.4222

Pricewaterhouse Coopers
Julie Garlock, Director, 678.419.8721
Erik Skramstad, Head of U.S. fraud and investigations, 617.530.6156

Please note that OSA does not have relationships with any of these firms; the information is provided simply as a potential appropriate resource for LEAs to consider.

The Georgia Department of Audits might also be able to provide LEAs with guidance on how to approach this type of investigation.

Investigation Timeline

As mentioned in the investigation guidelines (emailed to superintendents on 2/12/10), LEAs with fewer than five schools to investigate should email their final reports to OSA by April 1; those with five or more schools to investigate can email their reports to OSA as late as May 14. OSA will review the reports to determine whether the investigations were rigorous and thorough and bring satisfactory resolve to the state's concerns.

Local Monitors during Spring 2010 CRCT

Schools placed in moderate concern must have a monitor from the LEA central office during the spring 2010 CRCT administration. The responsibilities of that monitor include:

1. Ensuring that everyone in the building who will handle test materials or proctor the test environment has been trained on test administration procedures.
2. Ensuring that only certified personnel handle tests.
3. Verifying that there is a secure room in which to store test materials before and after testing, and determining who has access to that room.
4. Ensuring that test manuals are kept secure until test day.
5. Observing test distribution and collection and making sure all test administration processes are followed.
6. Spot checking first and second grade classrooms during test time to confirm that questions and answers are not being read to students with unnecessary tone and inflection.
7. Ensuring that test materials are returned promptly each day after the allotted test time has expired.
8. Documenting and reporting any observed irregularities.
9. Ensuring that test materials are organized and prepared appropriately for transport to the central office.
10. Confirming that materials arrive at the central office repository as they were shipped from the local school, and that materials are packaged appropriately for transport to the test vendor.

Rotate Teachers during Spring 2010 CRCT

Schools placed in moderate and severe levels of concern must also rotate teachers during the spring 2010 CRCT so that teachers do not administer the test to students they've taught. OSA strongly suggests that, where possible:

1. Teachers administer the CRCT to students of a grade level they do not currently teach;
2. First and second grade teachers administer the CRCT to students of other grade levels.

In addition, schools should keep records of these rotation assignments.

LEAs may decide between sending central office monitors or rotating teachers at schools of minimal concern.

Parent Notification and Student Support Services

In cases where an LEA determines that test tampering has occurred, the LEA must communicate to parents who have children currently enrolled in that school what was learned in the course of the investigation. The communication should detail any support services that the LEA will make available to students who may have been adversely affected and how parents can access those services for their children.

State Monitors

The state will place monitors at schools in the severe concern category to help ensure that test administration is handled according to guidelines set forth by the GaDOE. Information in addition to what's listed below will be provided to LEAs prior to the test window regarding what they can expect from state monitors.

1. State monitors will arrive 1-2 days before testing begins to meet the principal and test coordinator. They will a) make certain that test manuals are sealed, b) inspect the locked and secured area where test materials are stored, and c) become acquainted with the building and testing assignments.
2. Monitors will be well trained in test procedures, will be on-site during each day of testing (including make-ups), ensure that materials are distributed, collected, and stored securely, and transported securely to the central office.
3. Monitors will also be present at the central office to confirm that appropriate security procedures are used for preparing and shipping materials to the test vendor.

OSA Contacts

LEAs should contact OSA at any point in this process with questions. Please call the main line, 404-463-1150, and ask to speak with Kathleen Mathers, Eric Wearne, or Adrian Neely.

From: Bill McCargo
To: Renay Blumenthal
Sent: 2/20/2010 7:34:14 AM
Subject: Re: Draft plan of action - APS issue

Renay you nailed it. Do we want to outline the role of the independent "third party" testing expert , and what they would do?
IE 1. review data from CBT, Porter, and the school system to determine logical prospective schools to review more closely in the forensic audit.
2. Review existing testing security, plus the governors new requirements and suggest additional best in practice methods that would immediately employed in the next round of testing.
3.Conduct the forensic audit related to determining the root cause of wide spread erasures, to determine if test taking methods such as "PIRATE" or any other explanation could surface that could have caused such a wide spread incidence of erasures..
Additional I think your list of candidates is strong except Chandra has a very firm opinion that the legislature need not to be represented on the actual board, but kept informed, as would be the case of other key stakeholder groups such as the Georgia school board and probably the Governors office of accountability.
Lets talk more tomorrow about next steps.
Super work, Your partner Bill

On 2/19/10 4:23 PM, "Renay Blumenthal" <rblumenthal@macoc.com> wrote:

My apologies – use this version – I added one more name to the list

Metro Atlanta Chamber

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From: Renay Blumenthal
Sent: Friday, February 19, 2010 4:19 PM
To: Bill McCargo (bill@atlef.org); Sam A. Williams; 'john.rice@ge.com'
Subject: Draft plan of action - APS issue

Attached is a first draft of plan of action to include broadly-stated scope of work, roles of the various entities, and suggested names for a Blue Ribbon task force.

Bill and I had very good and lengthy conversations today with the principal from the firm, American Institutes for Research that Gates recommended to us. We provided him the state's report, the investigation requirements from state that are due May 14 and talked briefly about the Porter and other previous studies. He is a scientist and researcher who understands the education world and has very good political instincts and helped us assess the "what" of an investigation. He quickly surmised the situation and suggested to us "we have a leadership issue, not a data issue." He said if he were Hall, he would:

1. Say strongly I'm going to act on it (and not ask for more data)

2. Put in place procedures to minimize and detect cheating

3. Take the schools with the highest number of erasures and do a forensic audit and show a real commitment to taking the state's

data seriously

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Exhibit 6 – Other Observations

Culture of Pressure from School Administrators

The Investigators noted through the interviews that there is a culture of pressure, fear, and intimidation at some schools, driven down by the Principals. The following specific observations were noted:

- Reports of faculty meetings at the beginning of the school year where the CRCT results for each teacher's class in the school are put on the board for everybody to see
  - *Venetian Hills Elementary*
  - *Kennedy Middle*
  - *King Middle*
- Reports of teachers being yelled at by Administrators
  - *Kennedy Middle*
  - *King Middle*
- Report of teachers being approached by the Principal to meet targets or face not having their contracts renewed
  - *Kennedy Middle*
- Reports of Principals having "in crowds" of teachers who are believed to have special relationships with the Principals
  - *Venetian Hills Elementary*
  - *Kennedy Middle*
- Report of a Principal being described as "intimidating, unhappy, bitter, angry, vengeful, and vindictive," and that it is believed the Principal would use any means necessary to achieve her professional goals
  - *Venetian Hills Elementary*
- Reports of teachers having to include recess in their lesson plans although they were required to use the recess time to teach information for the CRCT. The lesson plans were required to be submitted to the ILS.
  - *Kennedy Middle*

Pressure to Obtain Test Scores

The Investigators noted that Principals may be put on a professional development plan for declines in scores for one year. If there is a subsequent year of score declines, Principals may be terminated.

Through the interview process, it was reported that a Principal who in a prior year made great improvements in the school's CRCT scores now feels pressure to maintain those improved scores in subsequent years.

- *Kennedy Middle*

Lack of Formal Documentation

The Investigators noted that testing irregularities are not always formally documented. The following specific observations were noted:

- Report that at the school level, testing irregularities are not formally documented and there is not a paper trail of communications from the teacher to the Administrators.
  - *Kennedy Middle*
- At the District level, when testing irregularities are followed up upon through the appropriate channels, the process is not consistently formally documented.
- Deviations in policies and schedules, such as approvals for delays in the return of test materials to the Brewer Testing Center from the respective schools, are not formally documented.

Exhibit 6

Other Observations

During the interview process, a common theme emerged that may indicate potential cultural issues to be considered. Investigators noticed frequent expressions of concern including but not limited to the following:

- Fear of job loss in the event of reporting violations and/or not meeting target goals
- Feeling intimidated by threats of being put on a development or performance plan
- Lack of faith in processes due to observation that development and performance plans do not drive any type of change
- Being verbally abused for failure to meet metrics
- Inability to trust administrators or central office
- Being unduly pressured to meet test score requirements

English to Spanish Translate

Today's Date
Sunday, June 12, 2011

SEARCH

HOME COMMUNITY DEPARTMENTS INSIDE APS MEDIA GALLERY PARENTS & STUDENTS SCHOOLS CALENDARS



CRCT Update

- Overview
- Blue Ribbon Commission
- Superintendent (APS)
- From the Atlanta Board of Education
- GOSA
- Confidential Tip Line
- Share Your Thoughts With Us

August 2, 2010 - Statement from the Superintendent (BRC Report)

I accept the Blue Ribbon Commission Report and thank the members for their considerable time and effort in this difficult process.

I will review the report very carefully and will present to the Board of Education as they have requested steps that will be taken to follow up on the recommendations in the report.

I will not wait until August 16th to begin to make some immediate changes. As a matter of fact, we announced at the July Board of Education meeting, strategies we will have in place on day one to help students who failed to meet standards on the 2010 CRCT. To ensure no child falls through the cracks we have created a 12-week individualized, accelerated academic recovery program to make sure they catch up quickly and succeed this school year. After all, this is job one.

We have maintained all along that we will prosecute to the fullest any cases of cheating, and that remains our intent.

But we trust the media and public will focus on the main findings of the report that there is no orchestrated cheating in Atlanta Public Schools, that there are no low testing standards, that APS administrators demanded high standards, and that under pressures some people may have compromised the credibility of the school system and their own personal integrity to try to cut corners. We will insist that our testing standards are strictly adhered to at every grade level.

The Blue Ribbon Commission Report makes it clear: "The investigative team did not find any data or other evidence, nor were there qualified allegations made, that there was any district-wide or centrally coordinated effort to manipulate the 2009 CRCT scores and outcomes of students at 58 APS schools."

If we are guilty of anything, we are guilty of demanding high standards of our students, teachers, and principals – and unfortunately in any large organization, a few people may cheat to try to meet those demands.

We will ferret them out and the consequences will be severe.

Again, I will report to the Board of Education a full set of actions based on the Report's recommendations on August 16th as requested.

Finally, to the thousands of employees who report to work in our schools and central office every day, I thank you for all that you do and will continue to do for our 48 thousand students.
Thanks also to the parents and the community at large for your continued support and confidence in the students and staff of APS.

Our school system will clear this up and continue our focus on even greater student achievement over time.

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Principals at schools on Blue Ribbon Commission report reassigned, 108 employees referred to PSC

FOR IMMEDIATE RELEASE **AUGUST 6, 2010**

Principals at schools on Blue Ribbon Commission report reassigned, 108 employees referred to PSC

ATLANTA – Having had the opportunity to fully review the Blue Ribbon Commission (BRC) report, Superintendent Dr. Beverly L. Hall today ordered the immediate reassignment of the principals at the 12 Category 1 schools referred to in the BRC report as being of concern for possible violations associated with the administration of the 2009 Criterion-Referenced Competency Test (CRCT). These reassignments are pending the outcome of the investigation.

The district also plans to refer 108 APS employees to the Georgia Professional Standards Commission (PSC) next Monday. These are the employees who were recommended for further investigation in the BRC report. One of the individuals named in the report, who does not hold an educator certificate, is not being referred to the PSC, because the commission only investigates certificated employees. That investigation will be coordinated by APS.

The district has already put into place specific actions recommended by BRC investigators, including new testing policies and test security procedures that were implemented prior to the administration of the 2010 CRCT exam. APS on Monday will launch a 12-week accelerated academic recovery program for certain students at the schools singled out by the state for concern because of the number of erasures on be 2009 CRCT exam.

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Questions or Feedback?

ATLANTA PUBLIC SCHOOLS
Making A Difference

Office of the Superintendent
Beverly L. Hall, Ed.D.
Superintendent
Phone: 404-802-2820
Fax: 404-802-1803

August 9, 2010

Dr. Gary Walker, Director
Georgia Professional Standards Commission
Educator Ethics Divisions
Two Peachtree Street – Suite 6000
Atlanta, Georgia 30303

Dear Dr. Walker:

As you know, an independent Blue Ribbon Commission ("BRC") was authorized by the Atlanta Board of Education to investigate the 2009 Spring CRCT erasure analysis findings of the Governor's Office of Student Achievement (GOSA). The BRC issued its report which included the referral of one hundred eight (108)[1] certificated personnel for further investigation by APS. We are forwarding all 108 of these individuals to the PSC for review and investigation of alleged testing irregularities. The individuals are listed with other identifying information on the attached spreadsheet.

The BRC Report delineates referrals based on either a qualified allegation or a Caveon index score of greater than or equal to 4.0 for individuals. To further explain: a *qualified allegation* is an allegation of a specific situation in which cheating is alleged to have occurred during the 2009 CRCT administration and data exists which tends to support the allegation (*see the Blue Ribbon Commission Report, page 14*). The Caveon index is a calculation that indicates the overall probability that test outcomes – given erasure patterns – were random (*see the BRC report pages 11-12*). You may download the BRC report together with all exhibits and appendices at our website, which is www.atlantapublicschools.us.

The referred individuals are listed on the attached spreadsheet and are either the subject of a qualified allegation and/or have a Caveon index greater than or equal to 4.0. Additionally, all administrators of the 12 Category I schools listed in the Report are included among the 108 certificated individuals referred by the BRC to APS for further investigation, regardless of whether they had a qualified allegation. Their inclusion resulted from the Caveon index finding for their individual schools.

In its report the BRC also recommended that the District conduct follow-up regarding an additional one hundred twenty-two (122) people. At this time, the District plans to conduct those reviews and/or investigations internally and will take appropriate action.

We anticipate that your office will need to conduct interviews and speak with various District personnel. We look forward to working cooperatively and collaboratively with you and your investigative team. If you have any questions or need our assistance, please contact Veleter Mazyck, General Counsel, 404-802-2832.

Sincerely,

Beverly L. Hall

Beverly L. Hall, Superintendent

Enclosure
cc: Veleter Mazyck, General Counsel

[1] The BRC Report referenced 109 individuals; however, the District determined that one individual serves in a position that does not require a certificate and is not certificated.

From: Renay Blumenthal
To: William Teasley; Samra Coote; Esther Campi; Terri Bradley
CC: Gary Price; Bill McCargo; Melissa Solomon
Sent: 8/5/2010 5:18:11 PM
Subject: RE: COMMUNICATIONS TEAM

I've got a retreat with my staff tomorrow so will not be able to join. My advice would be:

1) **Focus on getting GOSA to understand and accept the report.** The media and the rogue board members are annoying and distracting at best, but what will really make us dead in the water is if GOSA and the Gov discredit and/or not accept the report. We knew all along there could potentially be an odd alliance of some of the board members, the media and the Gov's office – the first two are playing out; we really need to focus all of our energies right now on the latter and as soon as possible. And if GOSA understands and accepts the report, you've pulled the stinger out of whatever the media and board members could say next.

2) **Get to a graceful exit strategy quickly for both the Gov and Hall.** Specifically, assuming item 1 above is successful, let the Gov say the BRC provided a terrific roadmap that he is referring immediately to the PSC. And then let Hall say she agrees and welcomes the PSC's involvement and expertise.

Frankly, I think Ed Holcombe and Nels Peterson are sympathetic to what we're up against. The Gov trusts and listens to them and I think we could finesse this thru them. Just my 2 cents worth....

Metro Atlanta Chamber

Renay Blumenthal
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From: William Teasley [mailto:william@atlef.org]
Sent: Thursday, August 05, 2010 3:29 PM
To: Samra Coote; Esther Campi; Terri Bradley
Cc: Gary Price; Bill McCargo; Melissa Solomon; Renay Blumenthal
Subject: COMMUNICATIONS TEAM

Dear Communications Team:

Over the next few weeks I would like to re-convene the Communications Team to discuss strategies to address the media attention that the report and BRC is receiving. As indicated from the article posted this morning, as well as others, there may be a need to have prepared, succinct responses to challenges of the BRC's integrity and report quality.

Your guidance and energy was crucial throughout the report development process. I would like to ask for your guidance and energy again as we work to maintain control of and manage the message in the coming weeks.

I will be sending a Conference Call meeting request for tomorrow shortly.

Thanks in advance.

--
William Teasley
Director of Research-Evaluation
Atlanta Education Fund

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